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ABSTRACT

It is the plan of the National Commission on Libraries and Information Science that the user of information will be the beneficiary of all its work. Thus, in order to gain a better understanding of the user's needs for information, the Commission developed a series of regional hearings. The regional hearings are to: (1) provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission, (2) foster an understanding of the role and progress of the work of the Commission, and (3) submit recommendations and plans to early criticism and review by those who will be affected. This document is a transcript of the first regional hearing which was held in Chicago. (The written testimony of Chicago witnesses is available as LI 003 945, and other testimony received in the Commission's Office is available as LI 003 946). Hearings scheduled for San Francisco and Atlanta will be held during fiscal 1973. (Author/NE)

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NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

PUBLIC HEARING

Courtroom 1743,

Dirksen Federal Building,

Chicago, Illinois

Wednesday, September 27, 1972

LI 003 944

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FREDERICK H. BURKHARDT
Chairman

CHARLES H. STEVENS
Executive Director

Chicago Regional Hearing

Dirksen Federal Building
219 South Dearborn Street
Courtroom 1743
Chicago, Illinois

September 27, 1972

LI 003 944

Andrew A. Aines • William O. Baker • Joseph Becker • Harold C. Crotty • Carlos A. Cuadra • Leslie W. Dunlap
Martin Goland • John G. Kemeny • Louis A. Lerner • Bessie Boehm Moore • L. Quincy Mumford • Catherine D. Scott
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FREDERICK H. BURKHARDT
Chairman

CHARLES H. STEVENS
Executive Director

Regional Hearing

Dirksen Federal Building
219 South Dearborn Street
Chicago, Illinois

September 27, 1972

The National Commission on Libraries and Information Science, a permanent independent agency, was established by law in the summer of 1970. In passing the Act, Congress and the President affirmed that library and information services adequate to meet the needs of the people of the United States are essential to achieve national goals and to utilize effectively the educational resources of the nation.

To place the library and information problem in a national framework rather than in one that is local or topical is a significant aspect of the charge given to the National Commission on Libraries and Information Science. The Commission is to recommend the plans it develops to Congress, the President, and the governments of the state and local communities. In the preparation of its recommendations, the Commission is authorized to conduct necessary studies, surveys or analyses. The Commission may sponsor and promote research and development activities, and it may conduct hearings to further its objectives.

The basic working philosophy of the Commission is user oriented. It is the plan of the Commission that the user of information will be the beneficiary of all its work. In this context, and throughout this report, the "user of information" is meant in the broadest context and is not limited to the present users of libraries or other existing information services.

This emphasis on users was stated as follows in a widely disseminated Commission resolution:

> "Resolved, that the National Commission on Libraries and Information Science should give first priority in its planning effort to providing new and improved services that will be helpful to all libraries in the country and their users, at every level of society."

This resolution expressed the commitment of the Commission to balance its activity, not favoring in its study or planning the development of one type of library or information system over another unless all users were hereby aided. The resolution also implied that the Commission would need to understand users' needs for information in a better way than these needs have been understood heretofore.

Andrew A. Aines • William O. Baker • Joseph Becker • Harold C. Crotty • Carlos A. Cuadra • Leslie W. Dunlap
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A first step in this process of understanding was the development of a series of regional hearings. The Commission recognized that library problems and information needs are not the same in every sector of the nation. Reports from state and regional groups and particularly from articulate users in other areas would be needed. Accordingly, the Chairman appointed a committee to plan a series of regional hearings to fill this need. The committee, chaired by Mrs. Bessie Boehm Moore, outlined three meetings for fiscal 1973. A Midwest regional hearing was planned for Chicago with later hearings scheduled for San Francisco and Atlanta. The regional hearings are to:

1. Provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission.

2. Foster an understanding of the role and progress of the work of the Commission.

3. Submit recommendations and plans to early criticism and review by those who will be affected.

The first hearing was held on September 27, 1972, in the Dirksen Federal Building, Chicago, Illinois. The transcript of that hearing, plus copies of written testimony received in the Commission's office are reproduced here.

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Commission Members

Frederick H. Burkhardt, Chairman

Andrew A. Aines

William O. Baker

Joseph Becker

Harold C. Crotty

Carlos A. Cuadra

Leslie W. Dunlap

Martin Goland

John G. Kemeny

Louis A. Lerner

Bessie Boehm Moore

L. Quincy Mumford

Catherine D. Scott

John E. Velde, Jr.

Alfred R. Zipf

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Roderick G. Swartz, Deputy Director

Mary Alice Hedge Reszetar, Associate Deputy Director

Barbara K. Dixon

Linda R. Ulrich

NATIONAL COMMISSION ON LIBRARIES
AND INFORMATION SCIENCE

- - -

PUBLIC HEARING

- - -

Courtroom 1743,
Dirksen Federal Building,
Chicago, Illinois
Wednesday, September 27, 1972

Met, pursuant to notice, at 8:00 o'clock, a.m, before:

N. C. L. I. S. MEMBERS:

FREDERICK H. BURKHARDT
(Chairman)

ANDREW A. AINES

JOSEPH BECKER

CARLOS A. CUADRA

LOUIS A. LERNER

BESSIE B. MOORE

CATHERINE D. SCOTT

JOHN E. VELDE, JR.

STAFF MEMBERS PRESENT:

CHARLES H. STEVENS,
Executive Director

RODERICK G. SWARTZ,
Deputy Director

MARY ALICE HEDGE RESZETAR,

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STAFF MEMBERS PRESENT: (Continued)

Administrative Officer

WITNESSES:

GERALD M. BORN

ALPHONSE F. TREZZA

ERVIN J. GAINES

ROSE VAINSTEIN

GENEVIEVE M. CASEY

BERNARD M. FRY

RALPH PARKER

ROY SCHLINKERT

ROBERT WEDGEWORTH

ESTELLE BRODMAN

LAWRENCE W. TOWNER

MICHAEL HOWLETT

MR. KRONE
(for ED. J. KUCHARSKI)

LUCIEN WHITE

RICHARD BJORKLUND

PAUL SEMAN

EDMUND ARNOLD

DAN MARTIN

WILFRED WEST

JOHN ARMENDARIZ

GEORGE VOGEL

DONALD C. EARNSHAW

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WITNESSES: (Continued)

BARBARA L. HUGHES
RAYMOND A. YOUNG
DAVID R. SMITH
WILLIAM A. HORNER
ELINOR YUNGMEYER
RUTH W. TARBOX
THOMAS M. BROWN
JOSEPH M. DAGNESE
FREDERICK H. WAGMAN
GORDON WILLIAMS
FREDERICK H. JACKSON
DON S. CULBERTSON
IRENE S. FARKAS-CONN,
FREDERICK G. KILGOUR
JOHN W. MURDOCK

PROCEEDINGS

THE CHAIRMAN: Well, I make it 8:00 o'clock, and we said that we would start, so let us begin the hearings. I would like to just say a few words about our pleasure at being here and our pleasure in being able to put on public testimony.

As you probably know, we have received a great deal of written material from you and from others, and every bit of that material has been read and analyzed by our staff, and we are going to spend the rest of the day listening to the people we have invited whose testimony we have already received and some people who have not sent in any advance material, but who are taking advantage of the period between 11:30 and 1:00, I believe, when the public testimony without any advance notice can be presented.

We had in mind when we issued our invitations that we would try to invite as many knowledgeable people as we could to send us written material, and then the Commission members, having read that material, would then be in a position to ask questions of the witnesses rather than have them read their papers to us again.

So the way the schedule now stands, with a few lapses here and there of time, we do have about fifteen minutes for each witness. I hope that all of them will understand that we must march on, and although I will try not to be absolutely automatic and mechanical about this, there may be instances in which I may have to be somewhat severe. So I hope you will, if you have anything additional to say, start off with that, and then allow the Commission members to ask the questions they have on your testimony.

I believe Mr. Gerald M. Born is going to lead off. Mr. Born, do you want to slip in there?

Whereupon

GERALD M. BORN

was called as a witness, and was examined and testified as follows:

MR. STEVENS: Maybe you want to move in just to the right of that lectern which won't come off the desk?

THE CHAIRMAN: Yes, so I will be able to see you.

MR. BORN: Right.

THE CHAIRMAN: Mr. Born, you are Executive Secretary of the Public Library Association of the American Library Association here in Chicago and you sent us a very succinct and a very good statement. Would you like to add -- is there anything that you would like to add to it, or comment about it, before the Commission puts its questions to you?

MR. BORN: I also am the Executive Secretary of the Association of State Library Agencies.

THE CHAIRMAN: I see.

MR. BORN: So that I can answer questions in either of these areas.

THE CHAIRMAN: Good.

MR. BORN: After having thought, an extension of one thing that I would like to emphasize -- the need for coordination of library development at the national level. I feel that much research is going on that is very meaningful. Much has been done and some of it has been reported and some of it has not so that I think that I would like to emphasize this particular aspect, that there is a definite need for coordination and perhaps a full time staff to coordinate at a national level.

THE CHAIRMAN: You have sent us a list of ten recommendations here, including the coordination on the national level of public library development.

When I read it, I wondered how -- do you see the National Commission as the primary agency for that kind of coordination? Or is that more, say, the Office of Education or some federal agency that has library funds and programs?

MR. BORN: Well, I am not sure, Dr. Burkhardt, that I have the answer to this. I think that in your deliberations this is one of the things that you should probably look at.

THE CHAIRMAN: Yes.

MR. BORN: There has been some dissatisfaction in the field -- I think this is a fair statement -- with the coordination that is being done at U. S. O. E., and I think that this needs to be looked into.

Perhaps you will see, when you get a total picture, that this does fit within the realm of what you are doing. However, I am not sure that I have the solution to it at this time.

THE CHAIRMAN: Are there any -- I wanted to ask -- any Commission members? Have you any questions?

MRS. MOORE: Carlos has.

DR. CUADRA: Apart from the particular agency involved, what kind of changes in the kind of coordinating is desirable?

MR. BORN: I think that one would have to disseminate the information that is collected. So many studies are done and they are lost in the shuffle.

I think that the dissemination of the information to the profession, the input that the profession can give, the interaction between different agencies that do have concerns in these areas -- all of these are very important. And somewhere they have to come together and they have to really be looked at so that duplication is eliminated, so that some direction is given to the national overall picture.

DR. CUADRA: Some of the people that have come up here are very worried about the word "coordination". It raises all kinds of specters.

When you talk about coordination, what do you have in mind about the kind of direction or the kind of control of libraries that would be associated with that?

MR. BORN: I suppose my idea of coordination comes from my work in State Library Agencies in which the State Library Agency coordinates the library development within a State.

All types of libraries -- public libraries in particular -- have been the emphasis in the past. I think that now we are moving into an era where they are looking at all types of libraries, and making sure that networks are connected, that we have compatibility of hardware and information tools.

So I would say that this doesn't cause any specter for me, but I would see this, perhaps, on a national scale as well as on a State scale.

THE CHAIRMAN: Mrs. Moore.

MRS. MOORE: Right here.

MR. LERNER: You say that one of the points here is that out of the lack of finances has come this need to cooperate and coordinate.

Would this need exist and would this need come upon us at this point if there were plenty of finances? What if things turn around and there are sufficient moneys for everything? Would everybody suddenly start going off on their own?

MR. BORN: I think that, of course, this would help, but I don't think that it is a total answer, no. In order to have coordination though, you do have to have adequate funds to have people who can kind of coordinate, and I think that this is probably more the question than the funding, though I think funding is important.

DR. CUADRA: Were you asking whether austerity is good?

MR. LERNER: Yes, that is basically the question. Austerity seems to have produced a rush toward cooperation in the last two or three years which we didn't have before that on this level.

And how does this -- you see, this is the real problem: Well, is this being done because people were forced into it and not because they want to?

MR. BORN: I think that public libraries and most types of libraries have always operated under an austerity program. There have not been funds to do the kinds of things that libraries would like to do.

I think that because of the competition for funds, the accountability factors, that we are taking a closer look, and this, of course, I think you look at the alternatives, and this is one of the alternatives.

So, yes, I imagine that the austerity that we now know is forcing a lot of people who have not thought in these terms to think in them. However, I must say in all fairness that for many, many years, many people in the profession have thought in terms of cooperation to produce the most efficient type of operation with the least amount of money.

THE CHAIRMAN: Mrs. Moore.

MRS. MOORE: Mr. Born, you are the Executive Secretary of the State Library Agencies?

MR. BORN: Right.

MRS. MOORE: I don't find any reference to that in your testimony. It surprises me that you didn't give a little more attention to this, and for that reason I would like to ask you some questions.

Are you familiar with Title 5 of the Elementary and Secondary Education Act?

MR. BORN: Somewhat, yes.

I must say too, Mrs. Moore, that I have written two letters. One of them came much later than the first. And I devoted the first letter to the Public Libraries and the second letter to the Association of State Library Agencies.

MRS. MOORE: Well, I apologize for not having seen that. I haven't been able to do it.

But the Elementary and Secondary Education Act has a title for the improvement and upgrading of State Departments of Education.

I might, as an aside, indicate that I am a staff member of the State Department of Education, and I know how much this has helped in upgrading the State Departments of Education and the staffs and their services, and coordinating efforts as well. And I just wondered what you would think about such a program for State Library Agencies?

This Title was devoted entirely to the upgrading of staffs and services.

MR. BORN: I think that anything that would strengthen the state library agencies would do a lot in improving libraries and information services in all of the states, and I would be in favor of any kind of legislation that would provide this kind of strengthening of the state library agency.

THE CHAIRMAN: Mr. Born, Mr. Stevens just gave me your second letter, which got here too late to be distributed to the other members of the Commission, but it will be in time, and I thank you for it.

Are there any other questions for Mr. Born? Mr. Aines.

COLONEL AINES: First, I would like to join with the Chairman in commending you for a very fine paper, which I have read.

In this document, you have one statement that talks about the need for the public library consumer cultural role.

Of course, we all agree to that, and I don't know what the Commission could do about doing anything except agreeing with you. What do you think might be done to make the library closer to the people in a way that it is done by the libraries themselves?

Is there any particular way that you think this might be enhanced over and above what is now happening?

MR. BORN: Very definitely.

I think that this particular statement came out of my experience in Columbus, Indiana, a small twon of 25,000 in Southern Indiana, which had a very lagging, almost dead library program. By involving different groups in the community in the library's activities, programming space within the library for meetings, tapping of human resources within the community for programs, providing a referral service for getting people and ideas together, I think the library can become a very vital force at the grass roots level.

COLONEL AINES: Reaching out?

MR. BORN: Yes.

COLONEL AINES: One other question:

The comment that you made about adapting to communications, to a communications-centered culture, converted partly in the course of the genre of what we are all talking about, would you like to talk a little bit more about what you foresee and what you would like to see as well?

MR. BORN: Yes. Traditionally libraries have been oriented toward the printed word.

We know, as we move into an information society, that information does not have to come necessarily from the printed word, but that it can come from stored electronic devices, that it comes from audio and visual storage, that it comes from the human resource that I was just talking about.

So that information, as such, is not limited to just the printed word, but we have to tap it at all levels. And I think that this is what I was trying to get at in that particular statement, that we must incorporate the tools of the twentieth century into the public library.

THE CHAIRMAN: Mr. Velde.

MR. VELDE: I would like to question you just briefly about how to measure the effectiveness of the public library:

What is new?

MR. BORN: We are working very hard, and the profession has been working very hard for ten years trying to find some measure of effectiveness in public libraries.

We think now that we are getting somewhere. It still has to be tested on a national level. And we may not have funds for it because of various changes in philosophy of our funding agency.

However, we have found that the traditional measures that we have used in public libraries -- circulation, for instance -- do not really tell us too much about what good the library is to society.

We are now trying to develop a method of testing that will take, perhaps, two weeks out of the year, instead of 365 days. And we are looking at such things as accessibility. How accessible is the material?

Is the patron satisfied when he comes into the library? Is he finding what he wants?

We are looking at the age of the collection.

We are looking at the management patterns to see if there is any validity in an authoritarian management versus a participatory management.

And all of these then will be integrated into a scale and this, we hope, will assess the health of the library in relation to society, rather than just how many books we circulate.

MISS SCOTT: You bring out the point of image building.

THE CHAIRMAN: This is Miss Scott speaking.

MISS SCOTT: Have you any particular suggestions? Is this the librarian you of speaking of, in building a better image, or the library? Can you give me any suggestions along these lines -- aside from keeping the public library open to users at different hours?

MR. BORN: Yes, this is the real thing that helps build the image.

I mean, as Mr. Marshall Field once said, "Give the lady what she wants." I mean, if we really get in there and find out what people need and want, and make every effort to serve that need, then I think that we are on our way to building an image.

But even beyond that, I think that librarians and people who are responsible for the running of libraries, the trustees, have to involve themselves in the politics of the community, and have to really know what is going on in the community, and be able to survey and find out and keep their ear to the ground, so to speak, and really know what the community is.

We have assumed in the past that every library was alike and that we could apply an equal standard to all of them. In our changing society, I do not think that this is now true.

In our city libraries, for instance, the urban crisis is upon us. The response of the public library in the urban area is going to have to be quite different from the response of the library in the suburb. We may have to resort to comic books to get people interested in reading and interested in learning. Different standards of selection of material, different standards of our approach, I think, are going to be needed.

the chairman; I think we have time since I used a little of your fifteen minutes by opening the session, Mr. Born, we have time for one more question.

MR. BECKER:

MR. BECKER: Mr. Born, the public library is one of our oldest institutions, and yet in your testimony you say that it hasn't been possible to produce a clear definition of what a public library is.

I assume that this has to do with the transitional nature of the public library. But could you describe some of the deliberations surrounding that kind of a statement, why the public libraries are unable to define their own objectives and goals?

MR. BORN: Part of it, I think, is because of the great diversity that we have in libraries.

Some libraries in a small community, in a rural area, for instance, are only open thirty-six hours a week, maybe twelve hours a week. Is that a library? Is this really giving library service to the community?

Some operate on collections that have been donated by a woman's club within the community, which is a good way to start, but is this type of material, which is out of date, which is not relevant sometimes to the questions that are being asked -- is this really a public library in the sense that it is giving any measure of service?

So it is this kind of problem that is involved in the defining of a public library. How do you define it? Do you define it as its function?

If it is just an agency which is open to the public, this is one thing. But if it is giving a certain level of service, then this is another thing.

MR. BECKER: Yes, do public libraries view themselves as educational institutions in a formal or an informal sense?

MR. BORN: I think so, and I would like to mention one project going on in Dallas right now, in which the library is cooperating with the university in giving examinations, making college entrance examinations available to library patrons. And I think that this type of involvement is going to become more and more common.

Yes, public libraries do view themselves as educational institutions. They sometimes falter in really knowing what their role is.

But again I think that it is related to materials. We have been so used to being a purveyor of materials that we sometimes neglect the information and reference aspect of what a public library might be.

MR. BECKER: Thank you.

THE CHAIRMAN: All right, thank you very much, Mr. Born.

Now Mr. Trezza.

Whereupon,

ALPHONSE F. TREZZA

was called as a witness, and was examined and testified as follows:

MR. STEVENS: Al, excuse me, before you start, I wonder if we could get Colonel Aines to switch with you to bring you nearer to our reporter, so that we are sure to get what you are saying.

Can we set a mike up? Well, we will try this and see.

All right, while we are doing this, I should announce that the courtroom rules are that there should be no smoking, and you are not allowed to take any pictures of us!

(Laughter.)

All right, Mr. Trezza, we all know who you are. If you want to introduce yourself, go right ahead, for the benefit of the audience.

MR. TREZZA: I am Director of the State Library in Illinois, and I was previously Associate Executive Director of the American Library Association.

THE CHAIRMAN: Yes, well, I am sure that all of us read your paper with great interest. It was a very frank and very definite paper.

I would like to start off with my question, which is that you seem to think that we need more action and less research, and that a good deal of research has been done already, most of which is on the shelves and is unused. And that, I think, is probably so, but here we are a Commission newly formed.

We are trying to get our bearings on which studies really are worth while that have not been implemented, that we might act on.

And secondly, since we are not a funding agency, such money as we do manage to get from Congress is going to have to be used for new kinds of studies to get data that we haven't got now.

And I wondered whether you had any particular studies in mind that really are now in a moribund state, but could be revived by an active Commission that wanted to do something about it, and also what kinds of research you thought still were required.

MR. TREZZA: My feeling is that a lot of the research that we have seen going on in the last few years is what I call repetitive research. There is not really enough of what I -- literature searching, and to take research already done and pull out the recommendations and see whether anybody has ever done anything about it.

I have reached a point in Illinois, you know, for example, I almost refuse to fund with L. S. C. A. funds for the library any research. I will only fund what I call "action programs". I want to get on with the job. I think that our biggest problem is that we are afraid to face reality and the hard decisions. It is a lot easier to put off the hard decision and do more research.

The hard decision, for example -- take a national one -- if the Library of Congress should be The National Library -- yet every time you bring it up, they want to study it again, and all of the studying in the world is not going to change it.

The hard decision that the Office of Education's Bureau of Libraries and Learning Resources is not as effective as it ought to be. Well, all the research in the world is not going to change it. And only action will change it.

It is this kind of thing that I ~~mean.~~

We always need research in certain areas:

We can have user studies in the past. Well, fine, some of them might not be valid today, and you may need some new user studies.

We talk about measuring the effectiveness of library service. I think that is almost a "will o the wisp".

I do think that some of the research will produce some ideas, but it won't solve the problem, because the hard problem is, can you subject the public to the kind of questioning in order to get at the answer, is the library effective? The average patron coming in refuses to be badgered by questions and questionnaires.

I mean, you stop everybody at the door and say, "Did you come in -- did you find what you wanted? Did you like it? Did it serve?" You know, they just don't buy that. And this is a difficult thing.

I think that we should stop doubting ourselves. The library profession in an attempt in this last ten years now in the world in general, we have suddenly become so introspective that we question everything we do. We question the validity of everything we do. I think that the libraries ought to stop breast-beating, and start proclaiming that we know that we are effective.

There is no question in my mind. The fact that some people say so doesn't make it so. To me the public library is a very effective organization. You try closing one in a small town and you will see how effective it is. You can't, because there is a certain loyalty to that local public library.

I know. We would love to consolidate some libraries in Illinois. And I can assure you that it is virtually impossible because the people will say, "Well, we get what we want out of this library. Just because you professionals don't think it is any good, that is your business, but we get everything we want."

And I don't think that the image of the libraries is nearly as bad as people would like to make it. I think the professional "do gooders" have used the library as simply a whipping boy, and I think that we ought to stop that kind of thing. That is what I mean by "action programming." We ought to instead take a particular problem and resolve it. And we don't need research to resolve it. All you need is somebody who is going to take the leadership to do it.

THE CHAIRMAN: Good. Commission members?

Carlos.

DR. CUADRA: You mentioned several times a national system.

I wondered what your concept of a national system is, and what the nature of the partnership would be among federal, state and local levels -- financially, and administratively?

MR. TREZZA: The problem of coordination and cooperation, which Mr. Born alluded to, also, I think, fits in here.

We do talk about the essentiality of a national system, which really is a big cooperative. And one of the difficulties is that you have two things going:

A cooperative automatically conjures up fear in the minds of the participants -- especially the "have's", who feel that a cooperative is one in which they do all of the giving, and which they in effect are having their resources drained.

On the other hand, you have the fears of the "have not's", who fear, of course, being dominated and taken over.

Nevertheless, if you are going to have an effective national program, you must coordinate the best and the total resources of this country, in order to avoid needless duplication, in order to avoid a duplication of materials, a duplication of bureaucracy, a duplication of staff of this thing.

There has to be a local, state and national -- federal partnership. There is a basic role for the federal government to play in the funding of library services in this nation on a coordinated and national basis.

The federal government must get off of what we know in L. S. C. A. as the experimenta, innovative, temporary funding approach to funding in two levels: The basic approach plus the other.

We can always use some money for innovation, for experimentation, and feasibility. However, basic funds for continuing service -- the recognition by the federal government that the library service is essential to education, and essential to the good of the people of this country, dictates that we at the state level know that we can get at least a ertain minimal amount of federal funds every year.

I cannot in Illinois use any of my L. S. C. A. funds for any basic funding because I have no way of knowing what I am going to get next year.

In Illinois, for example, we haven't used one nickel of the L. S. C. A. funds to support the State Library Agency. I wouldn't do it. I wouldn't risk my staff's frame of mind on the chance that the position might be eliminated next year. We instead do that at the state level, you see. If, however, we have some guarantee of some basic funding, we could then say to the large public libraries, to the large major institutions in our cooperative network that yes, there is a formula which was developed on basic funding; every year you know you will get this level. Now after that your state funds and then your local funds, and the partnership should give us enough funding to do the job.

It is an interesting question about whether austerity helps cooperation or hurts it. And I would say it depends. If the austerity is too much, it hurts it. If you are too rich, it hurts it also. So I think that it is a careful balance.

We have wasted a lot of money in this country on automation projects -- all over this country, and practically no two interface.

And if the Library of Congress doesn't really take the leadership with M. A. R. C. in a much more vigorous way, retrospectively as well -- you are going to have this continuation.

We have got to develop a national data base, for example, where all of the networks can tap in and contribute to it, but making sure that it is all being done in the same acceptable manner, so that it immediately interfaces and doesn't have to be redone. I have talked to the Library of Congress, and the danger of my spending a million dollars to do something, and then having it unacceptable in the M. A. R. C. system without their redoing it is nonsense. And it is this kind of thing.

So that a national network which has a broad data base which anybody can tap into and add to or take from is really what you need, and you can only do so if you adopt it in two places:

First, at the state level, you have to have one agency -- and we think that the State Library Agency is the agency to coordinate at the state level -- to coordinate all types of library services together in one statewide type national network and not a multiplicity of networks.

And then at the federal level, the coordination there, I think, has got to come from a combination of the three national libraries, on the one hand, and the operating agency, which is the Bureau of Libraries and Learning Resources. That is the agency that has got to be strengthened to be an effective agency, rather than creating a new one.

THE CHAIRMAN: Bessie.

MRS. MOORE: I would like to change the question.

First of all, Mr. Trezza, I would like to say that as a Board member of a State Library Agency for more than thirty years, you have really hit the nail on the head on the problems, and then I would like to compliment you for having the insight.

I would like to change the line of questioning for just a minute. I remember that the story was told that President Kennedy, when he talked to Mr. McIntire, Mr. McIntire said he wasn't qualified to come into his Cabinet, and President-Elect Kennedy said "Unfortunately, there are no schools for Cabinet members -- or Presidents either," he said.

So the biggest problem in talking to state agencies, to directors of state agencies, they tell me that one of the biggest problems that they have is finding people who know how to function at the state level. They may be very effective at a local level, but they do not have the qualifications or the training necessary to function at the state level.

So what I would like to question you a little bit about is something that you may have an opinion on or you may not -- is the effectiveness of the library education in this country for librarians.

Some schools, I know, are moving in the direction of having librarians take some courses in the college of business administration, and in other areas which bear directly on their function, particularly as it affects the state library agencies.

Would a graduate school of some sort where people are given special training for working in state library agencies, would it be effective? And do you think it would be feasible to pursue something of this nature? Because all state agencies seem to complain about this lack of qualified personnel, that they are unable to hire at all.

MR. TREZZA: Well, you know, it is interesting. I always hear criticism of the library education program in this country. And that is because those of us out in the field who have been out there for a while suddenly discovered that we didn't learn everything that we were supposed to in library school. And I am afraid that that is the problem of all education.

Library schools will never be able to train anybody to do all of the multiplicity of jobs that they have got to meet. It is a base and only a base, and it is a beginning and not an end of their education.

The responsibility, in my view, rests with the state agency in developing a continuing education program for that state, and you do it in two directions -- at least, we are trying to do it in two directions in Illinois:

We try to recognize the level of education and training responsibility at what I call the local and in our case system level. You see, in Illinois we are lucky; we have the whole state encompassed in eighteen public library systems, which we developed in very short order back in 1965. We have 98.7 per cent of all of the public libraries involved. The systems then have the responsibility for developing education for both trustees and librarians at the local level:

How do you make a small town librarian more knowledgeable about good library service? About working with the system? About working with the state agency? About being able to apply for grants, if they are available?

How do you work with the trustees so that they can do a better job with their local authority in getting more money?

All right, now you move up to the next level, which is where you get the professional staff to know enough to do the job at the state level as well as at the system and the cooperative level.

Again, the state agency has some responsibility in developing some programs of its own, and working with the existing formal educational institutions, the library schools, in developing programming.

I feel very strongly, with my own staff, for example, that one of my difficulties is finding good consultant staff. I either get people who are not qualified enough, or who are so over-qualified in terms of salary, at least, that I can't get them. So what I do is I get the best I can get in that middle category, and I pick my time and I keep a vacancy rather than fill it, to get a good person.

I then develop an in-service training program where I bring in outside experts on certain areas. We, for example, had a whole series of automation workshops for our basic library staff so that they would know more about this whole problem of automation, because our networking in Illinois is going to be very strongly in the automated direction.

We did this with the management program. And so we are doing this on quite a basis.

The Office of Education, for example, the Library Services Branch, did do us a real service, I think, by in effect requiring us to participate in the learning process on planning and evaluation, which took place in four separate time periods over a period of six months -- two full weeks, a three-day period and another.

MRS. MOORE: Yes, I am familiar with it.

MR. TREZZA: And it was an excellent program. We learned a lot from that, in spite of ourselves.

Some of us are trying to take that experience and try to translate some of it back to the field. Now we again in Illinois are using the Library Research Centerat the University of Illinois, which we support almost completely -- their funds don't really -- to help us develop that kind of a program for the libraries in the state.

In other words, we have got to do our own in-service training program and continuing education program, with library schools, and not again turn it back and say to the library schools, "Why aren't you doing it?" Our constant problem is that we always want the other guy to do it; we don't recognize that we are part of the problem, and we are part of the solution.

THE CHAIRMAN: Colonel Aines, do you have a question?

COLONEL AINES: Yes, I do have one:

I feel very sympathetic with the last comment you made in your letter, when you say "Unfortunately, most library research that has been done rests on shelves unread and with its recommendations ignored."

I am worried about the same problem, frankly, tremendous studies that have been done in the last ten years, and many in the last two or three years, and why does this, in your mind exist, and why these recommendations?

Can you recall many of the things that you have asked for, and many of the things that the previous speaker has asked for, can you give some insight about what it is about our method of seeking progress that seems to pay little attention to these good recommendations that they made? The resources? The reticence of people to accept them? What do you think it is?

MR. TREZZA: It is again our failure to face up to our responsibilities.

You see, it is very unpopular to try to put these recommendations into operation because they require that you are doing something. The minute you do something, you create opposition. Every recommendation has some people who like it and some who don't -- generally a minority that don't. But so many people who are in sensitive positions would rather not face up to the criticism.

At the state agency level, for example, every time I make a decision, I know that I am going to get opposition. Consequently, I have to make a basic decision, which says, "I will either be an effective state agency head, or I will be a popular one, but I cannot be both." Now I am like everybody else -- I love to be loved. But I will leave that to my wife and not worry about the field!

(Laughter.)

And that is the problem.

There isn't a decision that I make that I don't get a letter or a complaint or a phone call that there is somebody saying, "What are you trying to do, take everything over? You are a little dictator!" And everything else! And I say that "I am sorry. When you get tired of me, get rid of me. But as long as I am here I am going to make the decisions, because the recommendation in Study A, B, or C said we ought to do it and we are going to do it."

Now a lot of these recommendations are easy. But they take time and effort. And what we do is we too quickly give up Project A and move over to Project B, so we get the recommendations of the study -- we had one made on M and R and well, it is pretty easy now to just file it away, but we are not; it tells us what we wanted to know, and we want to make sure that we implement what the study says. It is not that difficult, but it requires decision making. And most librarians, like most people and trustees, are afraid to make decisions because they can be second-guessed.

So be it, but I think that is our problem. How do we train administrators, managers, to be good managers, which means making decisions, and be willing to admit occasionally that they made a mistake?

I readily admit that I occasionally make a mistake!

(Laughter.)

THE CHAIRMAN: We have time for one more, and I think that I would like to give the chance to the native of Illinois.

You have the witness.

MR. LERNER: I would just like to ask Al to comment on which way interstate library cooperation is moving, if at all?

We do have megalopolises which are growing up in this country in many areas. The Chicago area is one, St. Louis perhaps, and other places. The State of Illinois touches many other states.

Is there a substantial amount of interstate cooperation at this point at the public library level? Or again, are we going to have to force people into cooperation?

MR. TREZZA: There is not very much because there isn't enough interstate cooperation.

You see, until you get cooperation within the state, it is pretty hard to go out.

In Illinois again we think that we are closer to cooperating with other states because our interstate cooperation -- I guess intrastate would be a better word -- is best. We already have a single statewide network of public libraries. We think that we are prepared now to work with the states around us.

We also find that we are in a position where we are the "have", because we have Iowa on one side of us, and Missouri on another, and Indiana on another, and Wisconsin, and in many respects we are the stronger state in terms of resources in libraries and what not. So we will get a chance to practice what I keep saying, and that is unselfish cooperation.

I maintain that we are never going to have a viable national program, whether it is national or regional or statewide cooperative, unless every member of the cooperative is in it to help the other person and not for what they are going to get out of it. Academic libraries are probably the biggest stumbling block, who feel their primary responsibility to their own clientele first and will not join any cooperative for fear it will water down their service to their own.

I maintain that that is short-sighted, and that that will make cooperation impossible. Well, if you have that within the state, look how much worse it is when you move out.

Now there are certain kinds of projects which lend themselves more easily to cutting across state and national borders. Think of a basic national data base that he is talking about -- now that is one that is more easily developed across state lines. A serials information program is another one.

So there are two or three.

And we have to operate at different levels, in other words. You have got to first make sure that the state itself is strong enough in its own library picture to be a worthy partner for a national program.

You have then got to make sure that the people at the national level, the big "have's", are going to go in it with the idea of helping the total picture, knowing that they may suffer some at the beginning, but knowing in the long run that there is going to be a better use of the total financial resources for the total library picture.

And I think that it is this give and take, and this recognition. Librarians love to talk like librarians. We have got the best history in the literature of cooperation. But when it comes to the actual fact of it, only where they could see a direct benefit would they really get into it. And I keep telling every institution in the state, "If you want to play the game, you are going to have to join in the hope that some day you will get some place."

Now the big magic thing is money. And if we don't have enough funding from the federal government and from the states, we will never get cooperation.

I get cooperation in Illinois because I use my L. S. C. A. funds that way. I dangle it. Do you want the money? Here are the requirements:

No grant without a give and take. I will give you A if you will do B and C.

And that is the only thing that works, because if they can get the money without cooperating, why shouldn't they?

If you give direct grants, for example, to large public libraries in the urban areas -- which some people are asking for, direct, without some responsibility, you will temporarily help, but in the long run you will hurt. You have got to go through some kind of a mechanism which requires responsibility on the part of the giver, and on the part of the receiver.

THE CHAIRMAN: Thank you very much, Mr. Trezza. That was very good.

MR. STEVENS: Could we ask them to take a minute and change that podium?

THE CHAIRMAN: Yes, do you want to do something about this podium, Rod?

MR. SWARTZ: You can turn it down and set it down on the floor.

THE CHAIRMAN: Yes, try that. It can't do any harm, and if people can hear, I think that it is just as well to do without it. But I was worried that they might not be able to get what the speaker was saying.

Can you hear me? All right, good.

Well, the next witness is going to be Mr. Ervin J. Gaines. Is he here?

Yes, Mr. Gaines, why don't you take a seat while we are hooking things up? Thank you.

Whereupon,

ERVIN J. GAINES

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Mr. Gaines, will you introduce yourself and then we will have our questions.

MR. GAINES: Yes, I am Ervin Gaines, the Director of the Minneapolis Public Library.

THE CHAIRMAN: Yes, now, as you know, we have had your paper and have read it.

MR. GAINES: Yes.

THE CHAIRMAN: And unless you want to add something to what you have put in, to us, we can start on questions. Have you got anything you would like to add?

MR. GAINES: Perhaps you would permit me to relate one or two things that seem to be of concern to me.

In doing some rummaging around in statistics lately, I learned that there is more money spent on the books for academic libraries in the United States than there is on all of the public libraries.

I checked to see whether this was also true locally in Minnesota and it is.

What bothers me about that is not the money that was spent for academic libraries, but the money that was not spent for public libraries. In Minnesota, well, possibly ten per cent of the population -- I am sorry, less than ten per cent of the population -- would be in academic situations, but more money is being spent for the books for those people than for the books for the greater bulk of the population that has no recourse to the academic environment and all that it might mean in the way of education, enlightenment, and information.

THE CHAIRMAN: By academic you mean --

MR. GAINES: I mean --

THE CHAIRMAN: Universities and research?

MR. GAINES: Right.

THE CHAIRMAN: Or just --

MR. GAINES: I mean post high school.

THE CHAIRMAN: Post high school?

MR. GAINES: Post high school institutions of learning. I think that this indicates the great poverty of the public library in the United States.

One other thing just to indicate a problem in our state which might not be true so much in other states: We have eighty-seven counties in Minnesota. Thirty-three of them have no county library, although some of them do have small town libraries.

Those thirty-three counties by the 1970 census had 610,000 people living in them, and again we see the poverty of the public library movement, and the financing of the public libraries, if we are very serious about giving people information that they need.

One third thing:

You asked Mr. Trezza about library research being, as it were, shelved without being read. I think that people in other disciplines worry about the same thing.

We have a program that we are trying to develop in Minnesota, based on -- we are trying to develop an ecology library. We want to get information about the environment back to the people of the state.

The man in charge of the Water Resources Center, the Research Center at the University of Minnesota, says that there are fifty thousand pieces of writing on water resources in Minnesota, and he is worried about how the contents or the distillation of the knowledge that is in those fifty thousand papers can be made useful to the people of Minnesota. And he doesn't know the answer to this question.

Thank you.

THE CHAIRMAN: Mr. Gaines, you have referred several times in your paper to the eroding of the property tax base.

What do you think ought to be done about the financing of libraries through taxation? Is the property tax not the proper base, or the best base, or the sole base? What should be done about that?

MR. GAINES: I think that I would probably follow the popular library trend here and suggest that more and more of the support must be taken up by the states and by the federal government.

I think that I have pointed out in my letter that not only is the tax base eroded, but the very nature of the public library, which draws its sustenance from the local tax base, creates a parochialism in its service pattern which is no longer useful to us in modern society, particularly when you talk about the resources of the large city libraries, which should not be contained within the cities. But if you draw your support from the local tax base, you encourage the parochialism which is most destructive to the spread of information.

THE CHAIRMAN: Miss Scott.

MISS SCOTT: You make a point that special libraries have sprung up all over your state, and particularly in your cities.

I am wondering whether the public library, you feel, could really meet the needs of that specialized clientele in business and industry?

MR. GAINES: I think so. I think it is a matter of perception.

I notice, for example, we made a proposal two or three years ago that we set up inside the city government a municipal reference library -- hardly a novel scheme. One of the people in the city government said -- wrote a paper, indicating that it shouldn't be turned over to public librarians because public librarians don't know how to do this sort of thing.

I think that again it is a matter of perception. Of course, public librarians know how to run a municipal reference library as well as they know how to run any other kind of library, given the tools and the means.

I think that libraries tend to proliferate because of the failure to see the information gathering and dissemination problem as a whole. We need a holistic approach to this. And only this will prevent the fragmentation of information.

MISS SCOTT: Do you consider this as a threat then, the rise of the public -- of the special library as opposed to the public library user?

MR. GAINES: As a threat?

MISS SCOTT Yes.

MR. GAINES: No, I don't see it as a threat.

MISS SCOTT: Could there be more cooperation?

MR. GAINES: No, just as a mistake, just as I see the development over the years of law libraries as distinct from other kinds of libraries and this is very commonplace in my state -- but I don't see why law libraries should be segregated and separated from other libraries.

I trust that lawyers need more than law books and statutes to work with -- and, of course, they do. But their law libraries don't respond normally in this way.

THE CHAIRMAN: Mrs. Moore.

MR. GAINES: Medical libraries too.

MRS. MOORE: You are aware, I am sure, that libraries have been added as a specific item on the revenue sharing.

MR. GAINES: I am delighted to know this.

MRS. MOORE: And it appears that this will pass, according to the Conference Report.

MR. GAINES: Yes.

MRS. MOORE: What effect -- and this does; I inquired specifically and it does include both operations and maintenance and building -- that these funds will be spent for.

What effect do you think that this is going to have at the state level? I mean, for libraries, both local and for state agencies?

MR. GAINES: I guess I really can't answer the question because I don't know the content of the bill or the amount of money that might become available. We are still grappling just to catch up with the information.

We understand in Minneapolis that about four and a half million dollars of federal revenue sharing will come to the city. I haven't the foggiest notion how much of this might go to libraries.

MRS. MOORE: Well, this is the point of my question really.

Do you think that libraries will have -- of course, there are a number of things that are specifically listed for which funds may be spent, and the libraries are supposed to be in competition with many agencies for this money.

MR. GAINES: Yes.

MRS. MOORE: In Minnesota, for example, in your opinion will the libraries have sufficient political clout to be able to claim a good share of these funds?

MR. GAINES: If past experience is a measure, the answer is no.

THE CHAIRMAN: Mr. Cuadra.

DR. CUADRA: You mentioned in your testimony that it would be very difficult to have libraries be equal because there are large ones and small ones, but thinking not in terms of the libraries as an institution but in terms of service, is it at all conceivable that there could be something like equal access to library service, and is that a desirable or even a reasonable national objective?

MR. GAINES: Well, most emphatically yes to both questions.

That is, I think that it is possible and I think it must be done.

But equal access, of course, must be distinguished from the question of equal facilities spread over a large geographical or population base. I think your libraries must be uneven and you don't want to create lots of strength in many places. You want nodes or centers of strength from which the information will flow.

THE CHAIRMAN: Mr. Lerner.

MR. LERNER: Mr. Gaines, would you explain -- you refer in a number of places to a proposal for direct aid to cities by the Urban Library Trustees Council. Could you explain that to the members of the Commission and say why you think we should support such a move?

MR. GAINES: Yes, there is a movement that some of you may be familiar with on the part of the urban libraries to ask specifically for aid to urban centers, irrespective of what happens elsewhere.

I think that there are two reasons for this, or maybe more than two:

One is that it is by now a well known fact that cities cannot support themselves any longer. And therefore, libraries, as part of city government, must share in the poverty of the city.

However, most of the city libraries -- and particularly in the older group -- are very fine institutions which bring a great heritage from the past. They cost more to run than others and, therefore, I think that for two reasons then they should receive special consideration:

One, they have great resources.

And two, their cost of operation is necessarily greater than the cost of operation of the smaller and newer libraries that may be in the outlying areas.

THE CHAIRMAN: Yes, Andy.

COLONEL AINES: I am very much interested in your comment about give away programs where books and documents are regarded as expendable items not to be properly loaned and retrieved -- and you mentioned the Armed Forces Book Program in World War II.

I remember that program very well. As a matter of fact, I still have one book on the art of clear thinking, which has done me no good over the years, I am sure!

(Laughter.)

I bring the matter up largely because, let us say, we find some mechanism to do just what you are suggesting, and we are able to provide books for people, let us say, in the depressed areas -- how are we going to pry them away from their television sets to read those books?

MR. GAINES: I don't worry too much about competing with other media. I think that we have to take our chances in that marketplace.

It is the lack of availability that worries me. There are an awful lot of people still in this country who really don't have the opportunity to get their hands on books. And this is one way to make it possible.

I might diverge or digress and point out that we are terribly property conscious. Most libraries spend fifteen per cent of their annual income on materials, and then they spend the rest of the money protecting the materials against theft and use by human beings -- and all sorts of other bad things!

(Laughter.)

It would be so much cheaper truly if we stopped looking upon books as something that needs to be protected and made them useful to people. If we spent more -- a little bit more -- money on books and less on protection, it probably wouldn't cost very much more, and we could afford to, if not actually give them away, at least be much more lavish and open in the use of the materials than most libraries can afford to be at the present time.

THE CHAIRMAN: Mr. Becker.

MR. BECKER: Ervin, in your testimony you talk about going beyond state borders.

Can you describe what kind of compacts are necessary for interstate library cooperation and also what you think could be done at the national level to facilitate such compacts?

MR. GAINES: I guess I am not terribly well qualified to answer your question, but I would presume that one mechanism is the Joint Exercise of Powers Act, which I suppose is in force in most of the States in the Union -- but I don't know.

You can do it under that arrangement -- just simply make contracts for service. But I am sure that there must be special problems where the States abut each other and have dense populations:

I think of the Philadelphia and New Jersey and Delaware problem.

And I think of the New York, New Jersey, Connecticut problem,

I am sure that there must be all sorts of special problems there that I am not acquainted with at all. So I am not very well qualified to answer your question.

THE CHAIRMAN: Any further questions? If not, Mr. Gaines --

MR. GAINES: Thank you, Dr. Burkhardt.

THE CHAIRMAN: Thank you very much indeed.

MR. GAINES: Thank you.

THE CHAIRMAN: Now our next witness is Ms. Rose Vainstein.

Is she here?

MRS. RESZETAR: She is not here yet.

THE CHAIRMAN: She is not here yet?

MR. STEVENS: It would be a good time for announcements.

THE CHAIRMAN: All right, Mr. Stevens has a few announcements to make while we wait, and then we might go on with another witness.

MR. STEVENS: I think that the Commission members in the room might want to know that since we didn't have the time before we started this meeting today to know that since the meeting does go through the entire day without a break for us, that there is a retiring room off to my right behind some of you, to the left of others, through these doors, and that we will try to provide in mid morning for the Commissioners an opportunity to have a cup of coffee and to be away one at a time or two at a time from this table.

At lunchtime we will also provide some sandwiches there and we will also again pull out for a minute or two, if we can, to get away for a break there.

It is probably a good moment too to tell you about our arrangements for tomorrow for our regular meeting, which will be in the First National Bank Building and will be in the Trust Department Conference Room on the fifteenth floor on both Thursday and Friday. And we will enter at the Dearborn Street Entrance and go into the bank on the Dearborn Street side.

It is both a tenant building and a bank building, and we will go into the bank and take the elevator to the fifteenth floor, and we will try to have someone there to meet you in time to show you where that conference room is from that bank of elevators within the bank.

THE CHAIRMAN: Thank you.

I understand that Ms. Casey is here and could take the stand. Would you like to take the stand?

Whereupon

GENEVIEVE M. CASEY

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Would you introduce yourself, Ms. Casey, for the benefit of our stenographer, and then if you have anything to add to your statement or want to emphasize some point you have made already, please do, and then we will ask you questions.

MS. CASEY: All right.

I am Genevieve Casey, a Professor of Library Science at Wayne State University, in Detroit.

And in general what I guess I am concerned about particularly this morning is the policies that might indeed be fostered about the public library in its present identity crisis, and also very specifically the whole question of the need to upgrade the current work force in libraries of all types and the need for some kind of national planning and encouragement to make this possible.

These are the two general areas that I find of particular concern.

THE CHAIRMAN: Yes.

MS. CASEY: I take it you don't want me to kind of summarize what I have already written?

THE CHAIRMAN: No, we have read it, and I think that most of us have some questions to put to you, and I think it would be more efficient if we used our time that way, if you don't mind.

MS. CASEY: Sure.

THE CHAIRMAN: Do any of the Commission members have a question?

Mrs. Moore.

MRS. MOORE: I would like to pursue my question that I asked someone else -- I don't know whether Ms. Casey was in the room or not:

In your library education program, do your students take courses in other colleges or the college of business administration, say, for instance, courses in management or courses in economics and so on?

MS CASEY: Yes, they do, Mrs. Moore, depending upon their particular interest and the particular kind of library for which they feel they are preparing themselves, they are encouraged to take courses in other parts of the university, as well as, of course, like every library school, I suppose, we are experimenting in a variety of patterns in a sort of interdisciplinary instruction within the library school in which we bring people in, for example, in the last year. We have been running an experimental curriculum, preparing some twenty largely minority students to work in the inner cities in public libraries.

And in that experimental curriculum, we had two sort of co-directors with me, from our Center for Urban Studies -- one of them a sociologist and one of the a political scientist, and these people had a very intimate connection with the students and with the curriculum throughout the year.

You see, we do that kind of thing as well as encourage the students to take electives.

THE CHAIRMAN: Miss Casey, in your paper you say there is some concern now about whether these funds -- meaning the L. S. C. A. funds -- are only intensifying patterns of service and organization which are no longer viable.

Do you share that concern, or do you think that it is misplaced? Or what is your opinion, your own opinion of that?

MS. CASEY: Yes, I think the L. S. C. A. has certainly accomplished a great deal for public libraries and public library service.

And I think that one of the best things that L. S. C. A. has done -- which they are now continuing to do and, in fact, intensifying in the present legislation -- is to really require each state to plan carefully for the development of their library services. And I think that these plans have been useful in terms of identifying within each state, at least, some kinds of standards, some kind of understanding of what needs doing.

I think that the present legislation that is requiring more specifically a five-year long-range plan is going to be very effective.

THE CHAIRMAN: So you are generally in favor of it? But you don't think that they are perpetuating outmoded and extinct patterns?

MS. CASEY: No, but I think that many, many people, many funding agencies, many citizens in the country, are having some doubts about the public library as it presently is structured.

I think that the documentation on that is that public libraries are often in such bad fiscal states. And I think that there is a rather general agreement that there has to be some kind of major re-thinking about what the public library is about, and what it is for, if indeed it is a viable institution.

And in that sense, I think that we need some kind of encouragement at the federal level to experiment in new roles for the public library.

THE CHAIRMAN: Bud.

MR. VELDE: Ms. Casey, in the library education program for librarians, what do they see as the role of the trustee of a public library?

MS. CASEY: Well, I can't speak for all of my colleagues, but I guess I can tell you about my own library school.

We include in our course in public library systems, where this would come up, input about trustees and about what the role of the trustee is, and the history of the trustee movement, et cetera.

One of the concerns that we are bringing to the attention of the students these days is the whole question about whether trustees, as they have been conceived in the governing of libraries, whether the whole question of the trustee as a representative of the community as it were --

we are beginning to wonder, I think, and many people are beginning to wonder, whether trustees are sufficiently representative of the community.

And I don't think this would negate that one needs a small group of trustees who are responsible citizens and are charged with the governing of the library. My personal view is that this is a very important kind of thing, and that we should continue.

But I do think that the public library -- just as the public schools -- is faced with the plurality in big cities, is faced with a need to allow more opportunity for neighborhood people, as it were, to express their wishes about the public library.

And I think that we are in a state now where we have to do a great deal of very careful thinking about these advisory groups, these neighborhood advisory groups, and what their relationship indeed should be to the trustee, and what their relationship should be to the library, and what we mean by "advising" and what we mean by "governing". It is my personal view that public libraries would do very well to move very carefully and expeditiously into this area of the participation of a wider group of citizens in planning for the library.

And I think that we have some lessons to learn from the schools that have had some bad problems to face.

I don't know if I have answered your question.

THE CHAIRMAN: Mr. Becker.

MR. BECKER: Genevieve, I thought your statement on the need for a conference to re-think the public library in this identity crisis, as you call it, was very eloquent. There have also been suggestions, as you know, from A. L. A. for a White House Conference on Libraries.

My question is, do you think that the public library issue could be made part of such a conference? Or would it have to proceed independently?

MS. CASEY: Well, I guess I would think, Joe, that indeed a White House Conference on Libraries would be a very interesting and useful thing, and that indeed some consideration of the public library as a part of that would -- you know, one would assume.

I was thinking in the statement that I made to the National Commission rather more of some kind of thinking, working kinds of conferences -- possibly not one, but a series of them -- that might indeed precede a White House Conference, and would be quite a different kind of thing. I am thinking of the kind of working conference that actually would sort of extend the state of the art, rather than publicize the plight, let us say.

MR. BECKER: Has there been one such conference like that among public librarians in the past?

MS. CASEY: I don't know of any, Joe. There may have been, but I don't know.

MR. BECKER: Yes.

MS. CASEY: I don't think one can do -- that one could take up all of the problems that there are in a single conference. It seems to me that a series of small working conferences with a kind of central overall plan would be more productive than a single one in which you attempt to look at, you know, everything there is to look at.

MR. BECKER: Yes.

THE CHAIRMAN: Lou.

MR. LERNER: Now, Ms. Casey, on page 2 you say something which disturbs me very much. You say:

> "As major urban libraries lose their traditional clientele in the widespread flight to the suburbs, they face such crucial problems as:"

And I go down to 2:

> "2. Excellent and expensive-to-maintain, unduplicatable research level collections, relatively unused by the core city residents, and in great demand by businesses, industries, students, professional people and other residents of the suburbs, to whom they are legally closed."

Now are you saying to me that major collections in big city libraries are closed to residents of the suburbs?

I find that disturbing both ways, because I would assume that it would be more natural to have the residents of the suburbs protecting their precious collections from the people of the city.

In Chicago, for example, twenty-five per cent of our total usage of the C. P. L. is by suburbanites.

MS. CASEY: Yes, let me explain what I mean:

I don't suppose that there is a public library in the country that requires a certificate of residence for people who walk through the doors. Obviously, libraries do not do that and do not wish to do it.

On the other hand -- and let me talk about my own town of Detroit because I know better what is going on than in Chicago -- something over one-third of the use of the Detroit Public Library is by people who are not residents. I think it was thirty-seven per cent the last time we looked. Although these non-residents indeed do walk in the door and indeed do use some of the services that are there, they don't pay for them. And in that sense, they really do not have legal access.

They, of course, are unable to unless -- they really are unable now to borrow materials from the library. And this whole question of a use by people who are not taxpayers and supporters of an agency is what I am talking about.

MR. LERNER: Could I pursue this just for a minute now?

My earnest concern is that this-- would not a lot of this be solved by county or regional cooperation on another level?

What about the people who live in the suburbs? Should not they be prevented from using that library if, in fact, inner city residents can't use the Bloomfield Hills Library, for example, if they feel like it? Is this, should this not be attacked on a county-wide or regional basis?

MS. CASEY: Oh, I couldn't agree more, but those of us who have worked hard to achieve these kinds of transcending of political boundaries have found out that it is really very difficult.

It is difficult, for one thing, because the suburban communities are also over-extended and also attempting to build up basic services and are not that interested in putting money into the core city in lots of ways, including libraries.

States are often finding themselves in fiscal problems and are not that interested in putting money into regional libraries.

Sure, there are a number of patterns in which it can be done, a number of patterns in which it can be attempted, and in some degree is being achieved -- but it is not easy.

THE CHAIRMAN: Colonel Aines.

COLONEL AINES: Professor Casey, I read your paper with great enjoyment. It was a very thoughtful document, as some of the previous documents have been. There are some threads that tie them together, and some thoughts that are unique.

Supposing you had Aladdin's lamp in front of you, and it was involved and it had the capability of using the new technology that you mentioned in your document as offering the possibility of new levels of access and new skills for librarians, providing yet another problem in terms of the requirement of centralization, and at the same time a counter trend toward decentralization and community control challenges in traditional library organization.

Now you have that lamp in front of you and you can stroke it and have the genie come out and do what you want, what would you have the technology do in say the next three to five years, the technology that we now have?

MS. CASEY: That is quite an Aladdin's lamp!

COLONEL AINES: Yes, it is.

MS. CASEY: I don't know if I can give you a comprehensive answer.

Let me give you an example of one of the things that I see as necessary just within the public -- popular public library service -- and this is possibly by no means the most important thing that I would get out of this lamp:

I think that it is true that indeed all of us are a much more mobile population than we ever were. You know, I fly over from Detroit and you people fly in from all over and, you know, one day you are in Boston and the next you are in Los Angeles. So we are very mobile. We are more mobile than people have ever been.

However, I think that there is indeed a counter trend toward almost immobility. There is a counter trend in the cities, in the crime in the streets, and people show a genuine reluctance to go out on the streets -- especially at night.

There is a counter trend in most of us being just terribly busy. Many, many familes where indeed mother and father are both working -- and people really don't have all of this leisure that we keep talking about. That is another kind of counter trend, I think, toward immobility.

I think people -- what people really want is information sources, as well as a kind of wider kind of cultural artistic record -- what people really want is this brought into their homes and into their offices. And I am talking about new technology -- again this is a kind of a minor sort of little gift from your lamp.

I would like to see a situation where the Detroit Public Library, to be exact, sent me every week or two weeks or so a listing of the materials that they acquired that were in terms of my particular interests and they are, you know, broad, general, different kinds of interests that aren't everybody's.

I like to read sixteenth century Spanish literature, for example. I like some kinds of poetry. I like to see a certain very special kind of mystery story. I like to know what the National Commission on Libraries is doing -- just, you know, kind of broad general things that I would like to see.

I would like to see that list come to my office. And I would like to be able to check off on it what I wanted. And I would like that material then to be delivered to me. And I would read lots more things and have much better access to that record because there is almost too much in the record -- it isn't that there isn't enough.

When I want information, I would like it if I could easily communicate with the, let's say, Detroit Public Library, and see that information on a screen ahead of me. Yesterday, when I wanted to know who the members were of this Commission again, and where you came from, I would like to see that on my screen. I don't want to take the time just to go look.

I think that this whole level of access, which is a kind of a massive S. D. I. system, of course -- it is just a little thing.

And another little thing that, perhaps, I would get out of the lamp -- and maybe I wouldn't have to, if I could have only one wish, my university, for example, is decentralizing to a degree. It is establishing what we call "extension campuses" out in the suburbs, where many of our students are.

One of the real difficulties in establishing these kinds of extension activities is library services, because to duplicate the several million volumes of the Wayne State University Library -- it is just not possible.

I would like to see a situation, as a start, where the catalogue of the University is on line computer, so that the students could do their reference work out there at remote control. Now that isn't going to get the materials to them: that is another subject.

THE CHAIRMAN: Right.

MS. CASEY: Could I have that in the lamp, please?

(Laughter.)

THE CHAIRMAN: Well, thank you very much. I am afraid that we must now proceed to the next witness, and I think Professor Vainstein has arrived. Thank you again, Ms. Casey.

MS. CASEY: Thank you.

MR. STEVENS: Can I just make an announcement?

THE CHAIRMAN: Yes, Mr. Stevens.

MR. STEVENS: Again for the benefit of the Commissioners, the arrangement on coffee has been switched. Thanks to Lou Lerner and a friend of his, who is Representative Mikva, coffee for the Commissioners will be available in Room 2302D -- 2302D.

Our other guests might like to know that there is a cafeteria in the building on the second floor, and coffee is available there. There are also coffee lounges on the fourteenth and other floors.

THE CHAIRMAN: While we are interrupting, I should also announce that we have left a period from 11:30 to 1:30 for unscheduled testimony, and I believe some of you have already signed up to say something there.

We are signed up until 12:20 now, but if any of you would like to get on that list and just talk to, I guess -- who is responsible.

MR. STEVENS: Swartz.

THE CHAIRMAN: Mr. Swartz there is taking down the names.

Whereupon,

ROSE VAINSTEIN

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: All right, Professor Vainstein, would you introduce yourself and then we will ask you questions on your paper.

PROFESSOR VAINSTEIN: My name is Rose Vainstein, and I am on the faculty of the School of Library Science at the University of Michigan, and have been there four years now, starting my fifth, and prior to that have been a practicing public librarian, as well as a bureaucrat in the U. S. Office of Education.

THE CHAIRMAN: Right.

Ms. Vainstein, if I may start the questioning, in your paper, on pages 3 and 4, you mention the business of federal support, which has, of course, come up several times now, and I believe that it is a fairly safe generalization to make that most of the librarians in this country think that federal assistance has got to come.

The problem you raise though is the long-range planning part of it, and the priorities, because, as you know, federal money is year-by-year money usually, and it is very difficult to get ten-year spans funded in advance.

And one of the problems of planning for libraries makes it necessary. Now do you think that federal assistance can be revised in a way so that it can permit of long-range planning?

Or is this something that we simply have to live with and do the best we can with, as long as we can get the year-by-year priority in the minds of people?

PROFESSOR VAINSTEIN: Having worked for the federal government, I am aware of the pragmatic approach of appropriations and the passing of laws, and matters that relate to that.

I think that what I had in mind was something relating to what I am going to call ground rules that somehow have shifted from time to time, in the sense that local libraries or state library agencies haven't been certain as to the federal priorities. And as the federal priorities change, then there is a very mad scrambling of trying to devise some programs or proposals for funding that would fit into the new priorities, or the new emphasis.

And I think that this prevents the more orderly kind of development relating the local library to the stage library agency.

I can see in a time of changing world situation and our own situation, that priorities will have to change from time to time. But the changes and the shifts, I think, have been such that very often libraries are taking advantage without having had ample time to think through particular programs and without being able to "piggyback" on what they have already done in a very meaningful way.

And I think that it is that kind of thing that I had in mind, rather than being assured that for "X" years ahead, that the federal government would indeed provide for libraries.

THE CHAIRMAN: I see.

Commission members? Do you have any questions? Mr. Cuadra.

DR. CUADRA: Yes, I have one.

You mentioned on page 3, Rose, that we ought to concentrate on the plural or plurastic -- plural --

PROFESSOR VAINSTEIN: It is supposed to be "pluralistic", yes.

DR. CUADRA: Pluralistic approach to public library development, and that we ought to avoid any monolithic patterns.

PROFESSOR VAINSTEIN: Yes.

DR. CUADRA: I wonder if you would say a little bit more about that, and specifically indicate what it is you think we ought to avoid?

PROFESSOR VAINSTEIN: Yes, I think that --

DR. CUADRA: How much can we afford to be pluralistic? And where is the dividing line?

Who decides whether a given library or library system is responding to the unique needs of its clientele, or is being pig-headedly individualistic? Who makes that decision?

PROFESSOR VAINSTEIN: Yes, I very firmly believe in a pluralistic approach, and I think that this would be one of the strengths of our society.

I would hate very much to see libraries standing so centralized and so rigidly coordinated that there was no opportunity locally to respond to particularly needs based on whatever is the level of library development, or whatever happens to be the particular need.

It occurs to me that the options for what I am trying to get at, that within some general guidelines, that the federal government can indeed have certain kinds of priorities, but that the way in which the local library takes advantage and the decision making about which of several options to take -- this, I feel very strongly, belongs to both the states and to the local libraries.

I would hate to see this so centralized -- whether in education or in libraries -- that every single library is exactly identical in terms of collection and in terms of staff and in terms of services, because I don't think that every community is identical in terms of what it needs. But I think that it ought to be responding to the differences within states, whether it is metropolitan problems, suburban, rural, whether we are talking about the areas that are widely dispersed, or whether we are talking about the highly populous states.

And I can see tremendous differences and a tremendous difference in response.

DR. CUADRA: In the unlikely circumstance that the federal government would fund public libraries on a national --

PROFESSOR VAINSTEIN: That is devoutly to be hoped!

DR. CUADRA: One hundred per cent federally funded, would that be a good idea or a bad idea?

PROFESSOR VAINSTEIN: As far as the funding of public libraries is concerned, I would see it as a tripartite responsibility -- local,state and federal.

I could see different proportions, however, depending upon fiscal conditions and other kinds of needs in particular states. But I could see the federal money taking care of, for example, equalization factors. I could see the federal money assisting in experimental programs in research. And then I can see the proportion from the state and the local varying according to the capabilities of an area.

I would prefer to see it on a tripartite basis, rather than on a single basis.

THE CHAIRMAN: Colonel Aines.

COLONEL AINES: Professor, I am going to address you now as an educator.

PROFESSOR VAINSTEIN: Yes.

COLONEL AINES: Yesterday I had the privilege of making an addressto a group assembled in Cincinnati on national environmental information. They came from all over the country, all dedicated to the belief that there has to be a better environmental quality information data system. They had many very well known figures who addressed them, including the heads of C. E. Q. -- the Council on Environmental Quality and other groups.

The thought struck me, as I was talking in my own speech to that group that the educational process as we have it today doesn't seem to be preparing people to enter these kinds of arenas, which will be those that are growing in terms of information systems to serve problem solutions that society deems important.

And I wonder what you think might be done to insure the involvement of the people coming out of the library schools in these programs.

PROFESSOR VAINSTEIN: So much that I hardly know where to start:

It relates in part to the faculties themselves. The faculty must be alert to this kind of opportunity. It relates also to the recruitment of the kind of people that we recruit for the profession. I am not always certain that we are recruiting to the profession the kind of person who will respond to these needs.

And then it also relates to those people who are presently in practice -- and there are many of those -- who will continue to be librarians for ten or fifteen or twenty years.

So it is on all three levels.

And it occurs to me that one of the things that this Commission might do would be to highlight the importance of allowing faculty a kind of opportunity -- not allowing, encouraging, I think is a better word -- to become better informed themselves so that they can indeed then relate this to the instruction program, but not on an overload basis.

I don't know if Genevieve Casey will agree with me, but most of the new things that we try to do or any improvement that we try to do, is always on an overload basis to that which we are now doing.

And if I can use something that Jesse Shera talked about many years ago, people are always trying to repair the cracks on the highways while the trains or the cars or the trucks are going on it. So this is quite a hard topic.

So at the same time that I am conscious of that, I am also teaching in a everyday kind of way, trying to keep up with those things, so that the kind of opportunities to allow faculty to become cognizant and to figure out the best ways of alerting students is one part.

THE CHAIRMAN: By "overload basis", you mean adding new courses and not giving up any other things? Just taking care of all of the new things by adding on?

PROFESSOR VAINSTEIN: Right.

If I could interject, our state legislature has some strange notion and they are very concerned with what they call "class contact hours" and one must somehow have some kind of contact.

At the University of Michigan it is on the basis of both class contact hours, the number of hours you teach and the number of students whom you touch in some kind of mental or other kind of way. So that in order to have release time to look at other things -- and this is hooked to the "class contact" concept, on which funding is very frequently related, so that yes, you are trying to continue to teach the courses for which you have been hired, and for which you have students, and at the same time you are trying to get new horizons, but in order to get release time, then your university would have to be reimbursed within a reasonable time.

So usually the way you do it is on overload time. Or as some of us occasionally do, we agree not to teach in one particular period of time -- we don't get paid, so we do whatever we feel that we would like to do ourselves. And then --

THE CHAIRMAN: I am sorry. I thought you were finished.

Please go on.

PROFESSOR VAINSTEIN: And then for the time that we might want to work with libraries that want to help themselves would be the question of release time to help libraries to help themselves to update, in updating.

Our state legislature doesn't seem to recognize continuing education as a very important component of the graduate schools at this present time.

THE CHAIRMAN: Mr. Becker has a question.

MR. BECKER: Rose, pursuing Mr. Aines' question on library education, one way in which other disciplines keep their faculties and departments on campus -- keep their faculties informed about new things, is through an affiliated research institute as part of a departmental process.

We see this only in a handful of library schools in the United States. Is this something which should be promoted, which should be expanded? Is it something which would be attractive to the library school community?

PROFESSOR VAINSTEIN: I think it would be attractive.

Again we get into the matter of the release time for those who are already teaching, who want to combine -- which I think is a good idea -- the teaching and the research. And the amount of time that it takes to scramble for research projects and make an application on the odd chance that it might be funded again is done on an overload basis.

But if there were other kinds of ways of encouraging universities to enter into this kind of a partnership for research, I think this could be very advantageous.

But the matter of library education -- both at the entering level and the continuing level -- I think, is something that I feel this body could address itself to very seriously.

Now I would like to introduce one idea that I don't think I did in the paper that has been near and dear to my heart for years, and nobody listens -- but I have got a forum now!

(Laughter.)

THE CHAIRMAN: Right. Now you have got one!

PROFESSOR VAINSTEIN: And this is the concept of a teaching library which would be similar to the teaching hospital, but would recognize the reimbursement -- I always come back to money -- the reimbursement factor to the library that -- the exemplary library, hoping that there are some -- that would act as a teaching library, to reimburse them for the release time of their staff to work with students, again to pay the faculty to work with the library, and then some way to reimburse the student who goes to the library for this kind of special experience.

We don't have a clinical kind of experience, an internship, that goes with the library education program at the present time.

Most of our programs are extraordinarily short. They are roughly one year, and many of them -- as Michigan -- if you go full time, you can do it in ten months. You can't begin to build into that an internship, a clinical experience, something that would be very meaningful to the theoretical aspects that you would have to give in a very short period of time.

I just would like to say that our dean gets very annoyed with me when I say that library science is one of the cheapest professional programs that exists. And by that I mean that in ten months, with no real undergraduate underpinning except a kind of liberal arts, but nothing in library science, as a usual prerequisite -- in ten months we expect to turn somebody out who will do all of the things that I suspect that you are trying to come to grips with. And I really think that this is an impossible task.

So how one goes about this concept of a teaching library is something that I have talked about for a long time, but nobody wants to listen to it. But I still think it is a good idea. Very good.

THE CHAIRMAN: Are there any other questions?

Miss Scott.

MISS SCOTT: I would like to return now to what I call "Project Update", and that continuing education of the practicing librarian.

What do you envision as course work that might be given?

PROFESSOR VAINSTEIN: Yes, let me not use the word "course work".

MISS SCOTT: All right.

PROFESSOR VAINSTEIN: Because that envisions credit or suggests credit and it may or may not --

MISS SCOTT: All right, with or without credit.

PROFESSOR VAINSTEIN: Yes, but the whole concept of continuing education is recognized, for example, in the A. L. A. manpower statement, the manpower policy statement. There are three or four or something, I guess, statements on continuing education, suggesting that it is the responsibility of the institutions as well as the -- that is, the particular library as well as institutions of higher education.

But very few libraries actually have an on-going continuing education program, partially because they don't have the skills or the capabilities themselves and partially because they don't feel that they can release their staff for that much on a continuing basis.

Most libraries, I maintain, even with state and federal support, are recognizable by their fiscal insignificance in terms of the moneys that are spent on their behalf. And so continuing education is more often thought about as what you do on your own time, if you are that interested in being, you know, updated.

MISS SCOTT: Yes.

PROFESSOR VAINSTEIN: And most librarians can't really plan, looking down the road, what they can -- what options they have for short-range programs or for credit programs or anything else in various areas that they might need.

MISS SCOTT: Do you think the library associations have any responsibility in this field?

PROFESSOR VAINSTEIN: Actually, there is a collective responsibility. I think that the library schools and I think that the various associations -- whether it is the American Library Association, the Special Libraries Association, the American Association of Library Schools -- all of them, and the actual libraries, particularly the very large ones, do have to work, I think, collectively.

But again, if we are going to develop programs or models or packages that everybody can take advantage of, here again we need a certain kind of funding so that we can develop the packages.

There is a lot that could be done. We have the kind of technology -- certainly in other professions they have done this, in medicine and in law. But in order to develop the component parts of this in a way then that could be made universally available, this kind of capability we don't have.

Again most of the things that are done are done because of Committee work on a volunteer basis. And although I commend this, I don't think that it is the way to really get ahead.

The American Association of Library Schools has come up with an excellent proposal for continuing education that would be an integrated kind of plan. And the Committee is to be commended for having done what it did on this volunteer basis.

But now we really need someone to help them really begin to implement this in a way that would make sense for the library schools and for the libraries of the nation.

THE CHAIRMAN: What is the job market these days for librarians? Are you over-producing?

PROFESSOR VAINSTEIN: Yes, I suppsse you might say that there are more librarians than there are job opportunities.

If I may come back to something that I said initially -- that is that I am not certain that we are recruiting the right kind of persons though there is a whole group of people that we have, and I think that many of them, with the right kind of training and educational opportunities, can respond to change.

But in terms of the new people, if we are talking about a new kind of an approach to library services, then I am not sure that we are recruiting the right people. Somebody has said that we don't really recruit people to the profession; they select us. And by that I mean that they have a stereotype, they have an image in their own minds as to what librarianship is like. There is usually a cultural lag of at least ten years in that.

And we are still, I think, recruiting a great many people into the profession who think that this is the place that you go if you love books, for example, which is fine because we still need that kind of person. But the change agent kind of person, the kind of person who is interested in new media, the non-book concepts, and the kind of individual who will respond to people needs -- I am not certain that we are really attracting that kind of person.

So I don't mean to say that I want to write off the people who are presently in school. But I think that we need to attract a new person so that if we could deliver in a way that is meaningful to society, I don't think that we would have the problem that we do right now in the sense that there are more people than there are job opportunities. I think that society would recognize the very real potential of library services in a way that is extraordinarily meaningful that they don't quite see right now.

THE CHAIRMAN: Yes, Bud.

MR. VELDE: I would like to just go back to a question that is close to me:

Do your students like trustees?

(Laughter.)

PROFESSOR VAINSTEIN: I'm glad you raise the question because --

THE CHAIRMAN: Are you worried, Bud?

(Laughter.)

PROFESSOR VAINSTEIN: I have written a number of assumptions that I make, and I was going to start off with that, and somehow I didn't.

And one of the assumptions is that library delivery and library planning must be done not just with a professional person but with lay assistance and lay input. And I don't know that we have always done this.

We usually assume that the professional person was the pro and knew what needed to be done, and that the citizen was a rubber stamp, you know, the citizen, the friends of the library, trustees, and they have done planning for and not planning with.

I see the input that comes from citizen groups -- including trustees -- as being a very important component, assuming that we can get citizens who have this kind of vision on the potential -- whether it is the public library or any kind of library service.

Some of our trustees, if you will forgive me, have held us back -- as indeed have some of our librarians -- because they have not had this kind of vision. But knowing something of your own past, I would say that it was people with your kind of vision that we are looking for.

So whether our students like trustees, I don't know. Many of them have never had experience with them.

MR. VELDE: I have to have a forum at this moment.

I don't like it when you classify "friends of the library" with library trustees. I like them both, but library trustees have a responsibility and the friends don't.

PROFESSOR VAINSTEIN: Well, in some communities there are no trustees, simply because of the legal structure of the community.

And so I coupled them together because I know of them, for example, where there is a city manager form of government, and there the library is just a part and there is no trustee.

MR. VELDE: But the friends don't have really the responsibility.

PROFESSOR VAINSTEIN: The legal responsibility, you are quite right.

MR. VELDE: I know in the literature very often it is just anyone that likes libraries on the outside.

PROFESSOR VAINSTEIN: Yes.

MR. VELDE: They are all classed together.

PROFESSOR VAINSTEIN: Yes. No, I think you have a legitimate point there.

THE CHAIRMAN: Well, thank you, Professor Vainstein.

We come now to Mr. Bernard Fry. Is he here?

Whereupon,

BERNARD M. FRY

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Mr. Fry, would you introduce yourself?

DEAN FRY: I am Bernard Fry, Dean of the Graduate Library School at Indiana University.

THE CHAIRMAN: Is there anything you would like to add to the paper you sent in, Mr. Fry, now? Or would you p refer to have us start right in and ask you questions?

DEAN FRY: I think perhaps the latter route would be best.

I would like to amplify my statements in one or two particulars.

THE CHAIRMAN: You were -- as I remember, you were quite interested in this cross state and cross political boundaries question, and referred to the Port Authority concept as one way of perhaps dealing with this problem. Would you like to expand a little bit on that?

DEAN FRY: Well, it seems to me that perhaps the chief problem facing us in the years ahead is not so much the development of networks. They are clearly feasible now and we have some operating.

But the problem is an organizational one primarily, and I think that we are going to discover, as time goes on, that we are going to have congested access to specialized data files, especially those that we wish to use for remote access.

I think that we are going to have overlap, duplication.

I am not suggesting a large bureaucracy or an organization which would in fact have authority to require changes in networks and the relations of networks. What I do believe is necessary is that we arrange ahead of time for a coordinating mechanism which can make recommendations for legislation which has some funding authority and which, in general, can keep order in the very numerous networks which I believe will develop, and especially if we look at networks as a public utility.

MISS SCOTT: You suggest a quasi-governmental unit then similar to the Federal Reserve or Comsat or something like that?

DEAN FRY: Yes. I am not sure that the examples are well chosen, but I think that a quasi-governmental agency with the responsibility for assuring the public interest would be the best way of doing it.

THE CHAIRMAN: What you had in mind was some kind of an agency which had its own entity and was not just made up of separate pieces cooperating, but was created with an authority and a budget and a staff of its own that would look to the whole region, which might transcend state lines.

DEAN FRY: Yes, this would be my view.

THE CHAIRMAN: Right.

DEAN FRY: I think that an approach which is essentially Committee in character would not function well. I think that the organization does need to have a separate entity.

THE CHAIRMAN: Mr. Becker.

MR. BECKER: Bernie, if there is such an action agency, doesn't that imply massive federal subsidy? And do you think that that is some likely trend in the future? We have heard other testimony this morning about the need for basic financing across the board, from the federal government to the states.

DEAN FRY: Well, I am not sure there is a causal relationship here. I think massive financing may be necessary, whether it comes from a federal source, which is likely, but I think that the organizational problem exists parallel to that, but not as a direct result.

I think that the organizational problem is essentially one of coordination through cooperation, and that activity, I think, can be handled without itself having massive federal funding. But I see it as an effort to bring a degree of order into the network developments.

THE CHAIRMAN: Dean Fry, your interest is, I take it, in, largely, what you might call delivery systems, how to get the communications, the information, to the user -- and the need.

And I take it from your paper that you have a feeling that we are running out of time and things are getting so complex that we have simply got to catch up. But what evidence is there, in fact, from the user point of view that there are demands that are going unanswered, that there are needs that are going unfulfilled because we haven't got the delivery machinery?

What is the case to be made? Do you get my point?

DEAN FRY: Yes. I think it is a point well made. I think that it underlines our lack of knowledge of what is going on, and this was another part of my written testimony which I would like to get into.

In response to your question, however, I think that my reply would be the apparent lack of use of many of the advanced systems, the fact that certainly they are not self-supporting. That is a separate question and I don't want to go into that.

But, as you may recall, Dr. Busch at the end of the war, in that well publicized article that made us think, also pointed out that there was a growing tendency on the part of scientists and engineers not to use libraries. This was in 1946. I think that this tendency has accelerated over the years, and I know that some of those who have developed sophisticated systems have been very much concerned that they will not be used.

We have seen the increased use of informal and oral -- or the dependence upon informal and oral -- communication. This very likely will grow.

Some of the studies that relate to the reading of journals are indicative that while journals continue to be published, very few articles are read, to any extent. We have senior people in the field who proudly state that they don't read journals any more. This is not uncommon. I don't wish to quote names, but I think that this can be substantiated.

Well, these are all --

THE CHAIRMAN: Dean Fry, usually that is because they have set up informal --

DEAN FRY: Yes.

THE CHAIRMAN: Communication mechanisms of their own, and they send mimeographed copies of papers to one another, and they know who their peers are that they want to get on with, and so forth.

So that the formalized publication -- the book or the monograph or the journal -- is no longer as essential to them. But that is usually for the people who are at the advanced edges of fields, isn't it?

DEAN FRY: Yes, the senior people in the field who can develop their own informal systems, or the invisible college.

But I think that this is defective in two respects:

In the first place, it is available only to the senior people. Otherwise, the system becomes hopelessly congested.

And secondly, it is very haphazard, and I believe it is credited with more effectiveness and efficiency than it actually produces.

Now if I may go on, to your other question, or to an extension of this question, it seems to me that we are very poorly informed on the state of library research today, or on the patterns of library and information science research. We say very glibly that research has been fragmentary and non-cumulative in the past -- which, I think, we would all agree to.

There is also considerable evidence that it has not been applied very fully.

It seems to me that one of the basic problems of our field -- and I won't, I don't want to duplicate my written t estimony -- is that we need to know better what is happening in library and information science research. That is, recent and on-going research. Today we don't know.

Now at Indiana University we have made a very considerable effort to develop a file on recent and on-going research. We think that we have it in hand. Now it is not a perfect tool by any means, and as a matter of fact it lacks certain data elements in the area of cost and manpower that I think are vital.

But this kind of a tool can serve as the basis for analytical and statistical studies which we very desperately need in order to have a basis for proceeding, a basis for assessing the effectiveness of library and information science today.

We need to know, for example, what the publication structure is in the field, what are the delay times. At the last A. L. A. meeting here in Chicago in June the Library Research Round Table defeated a proposal for the establishment of new library research, not because there are too many in the field already -- because there does not exist a single journal dedicated to this purpose -- but rather because of the supposed low state of library research today. And I would agree with this.

Now on the basis of the preliminary studies that we have done, the field is very uneven. We have neglected many areas of research:

We have neglected areas, if you would think of the communications cycle as a continuum, we have neglected looking into the generation of information in a form in which it can be easily retrieved.

This -- the Weinberg Report -- laid a responsibility on scientists and engineers to contribute more to the effectiveness of the communications cycle. We could work with those people not in setting up any screening or censorship activity, but rather in a common sense approach to determining ahead of time the quality, for example, of the contribution, the form of the contribution. We could -- it could be at least part of a paper, for example, could be given over to the presentation of the data in a form in which it could be submitted to automatic indexing or, at least, identification of the pertinent or important parts of the article.

There are many other studies in the Satcom report:

The concept of evolutionary indexing was proposed -- it hasn't been taken up, to my mind -- as a way of getting at technical reports.

Today the National Technical Information Service does a very gross screening on relevancy and whether the

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report is technical or duplicative. But there is a possibility, for example, that we could introduce the requirement of a statement of novelty on the part of the author. I think that a research project in this area would be very useful actually.

Well, I --

THE CHAIRMAN: Well, don't these E. R. I. C. clearinghouses, aren't they supposed to be performing something of this function? At least, letting you know what there is coming out?

DEAN FRY: With respect to E. R. I. C., specifically?

THE CHAIRMAN: Well, yes, I was just thinking, isn't there one for science and technology?

DEAN FRY: The National Technical Information Service.

THE CHAIRMAN: Yes.

DEAN FRY: Right. I had the privilege to head that effort when it was first established, for four years.

THE CHAIRMAN: I didn't know that.

DEAN FRY: The Clearinghouse for Federal Scientific and Technical Information, which was created by C. O. S. A. T. I.

The screening there is very primitive. And you can make an argument for that, of looking at materials to determine whether they are relevant to -- technical and nonduplicative.

MISS SCOTT This is E. R. I. C. that you are saying --

DEAN FRY: No, that is the National Technical Information Service.

MISS SCOTT: Yes.

DEAN FRY: Now E. R. I. C. has a system which, presumably, works better from the standpoint of screening the more important documents, but I think this is open to serious question. The screening is done with a view of having a certain number -- in this case 12,000 reports -- indexed and abstracted each year, without regard to their quality or importance.

Paisley has recently raised some serious questions about selection. This is not a comment on E. R. I. C. as such, but rather on the fact that we have not developed very good systems for screening out those contributions or those papers that do not make a contribution.

THE CHAIRMAN: Well, unless there is another question, I think we will thank you then, Dean Fry and have Mr. David Smith.

Is Mr. David R. Smith here?

MRS. RESZETAR: I will look outside.

THE CHAIRMAN: Why don't we take a five or ten minute break right now and then we can resume. Is Mr. Shubert here?

MRS. RESZETAR: He is the one that is sick. Mr. Wedgeworth is going to take his place.

THE CHAIRMAN: Oh? Is Mr. Wedgeworth here?

MR. LERNER: He also is not here.

THE CHAIRMAN: Not here yet? All right, we will take a little break then.

(Whereupon, a short recess was taken, following which the hearing was resumed.)

THE CHAIRMAN: We can reconvene now.

The witness who was scheduled for this time, Mr. Shubert, is ill and Mr. Wedgeworth is coming at 10:30. We have a little hiatus, which I thought we might fill by asking some of the public, hearing people who had signed up, to ask them if they wished to.

Is Mr. Joplin here? What about Mr. Schlinkert?

MR. LERNER: They are probably coming back.

THE CHAIRMAN: They signed up and apparently have left.

MRS. RESZETAR: You gave them a specific time.

THE CHAIRMAN: Right.

MRS. RESZETAR: Maybe there is someone else here.

THE CHAIRMAN: Is there anyone? Is there anyone else here who has signed up for public testimony who would like to testify right now?

Would you like to step forward then? Would you introduce yourself?

DEAN PARKER: I am Ralph Parker, Dean of the School of Library and Information Science, University of Missouri, Columbia, Missouri.

THE CHAIRMAN: Yes. Parker?

DEAN PARKER: Parker. P-a-r-k-e-r.

THE CHAIRMAN: Good. All right, Dean Parker. Whereupon

RALPH PARKER

was called as a witness and was examined and testified as follows:

DEAN PARKER: I would like to speak to something that has been mentioned in questions this morning:

It is on changes in priorities in federal programs relating to libraries. Sometimes it seems quite precipitous.

In the nineteen-sixties, at the time of the passage of the Higher Education Act of 1965, and shortly thereafter, after a series of hearings, a very high priority was given to the development of new information delivery systems, library automation, information science, or what have you. This went along for a period of time, just really beginning to get going.

There were some research grants under the Higher Education Act -- the National Science Foundation, the National Institutes of Health, and others, were giving grants on this. Many of these research things, unfortunately, did not quite hit the mark, but that was to be expected.

Just about the time we were beginning to get a pay-off in this development -- 1969 to 1970 -- the priorities shifted completely, and this area was downgraded to where it was not listed at all. We were more concerned with inner cities, minorities -- and this is not to degrade them as significant -- or environmental impact or drugs and so on and so on, with the result that the library schools, where most of the research would normally be expected to take place, had to shift gears and move completely away, and with a loss of funding and a loss, to a large extent, of any public support for things which were just written off.

During the nineteen-sixties we had a sort of a honeymoon with the computer. It was oversold, and many of the things, as I indicated, did not deliver very well. But we were beginning, about 1969 and 1970, to get some substantive results, and I think that we need to go back and pick up on a somewhat more sane basis the development of new delivery systems, which we all talk about, but which we haven't really done much about, other than talk. And this is the burden of my remarks.

THE CHAIRMAN: I hope you will take the time to send us a memorandum on this.

DEAN PARKER: All right.

THE CHAIRMAN: And to point out some of the things that you think are particularly worth reviving.

DEAN PARKER: I certainly will.

THE CHAIRMAN: And we will see whether we can get anything done about it.

Are there any questions?

MR. Lerner.

MR. LERNER: When you talk about the development of new delivery systems, we have had previous testimony talking about the problem of interface with the system -- do you envision this type of interface networking in this type of delivery system?

And secondly -- and I think that this is just as important -- is what are you going to deliver over the delivery system?

DEAN PARKER: I am -- in using the term delivery system -- I am being purposely very general, not to limit what kinds of developments might take place.

My own particular interests relate more to -- in the educational field -- the provision of research resources, and teaching resources to students, faculty and researchers -- problems, you know, there was one that was mentioned this morning on the matter of extension centers of Wayne State University, I believe Ms. Casey mentioned.

The University of Missouri is facing the same kind of a situation, where there are four campuses at the University of Missouri. The campus that I am on is the historic one which has most of the library resources. It happens to be in the center of the State.

There are two large urban areas at the edges of the State. How can the informational resources of this great library at the University of Missouri at Columbia be made available not only -- I mean, this is a specific problem with which the University is concerned, but it is a general problem -- how can we develop methods by which this information can be made available without attempting the impossible, that is, duplication of all of the materials?

It is rather difficult even to picture at this time exactly how it would be.

There are matters of telefacsimile transmission. There is the matter of on-line indexing, better indexing, the development of selective dissemination of information systems for the specialized users -- there are many, many facets to this.

Much of what has been done so far, if you look at them, might be classified as failures. But we should learn and we have, we are learning a great deal from them, and there are beginning to be -- for instance, the Ohio College Library Center is not a glowing success, but it is a success. And something like this is the kind of thing that I have in mind that we need to pursue.

THE CHAIRMAN: Andy, do you have any questions?

COLONEL AINES: I appreciate deeply this commentary about the changed signals, the sudden surge away from supporting a number of programs for the general community, while interest suddenly began to center on the depressed areas, let us say, the disadvantaged.

And I think tha yours is an accurate portrayal of what happened.

What can be done to provide the kind of support in this area that would bring back the condition that you found more satisfactory?

For example, how could we convince the -- if not the Office of Education, the National Science Foundation, to provide funds for this purpose? And what kinds of programs and projects would you recommend be undertaken under that kind of a title?

DEAN PARKER: I presume that the answer to the first part of your question is, I guess, more money, because the money that was being expended in this area was switched to the other, to this more limited population -- not that I am proposing that they be taken away.

COLONEL AINES: I see.

DEAN PARKER: So I assume that it is just a matter of increasing the amount of money to restore these.

I think that the funds need to be still divided, for research and development, in this area -- need to be divided two ways:

There is still a great need for some theoretical research. Our theoretical basis for many of the things that we have proposed to do on an ad hoc basis was pretty weak, so we still need support for how, what kinds of information people use, and why they use it,, and who needs it, and how is the best way?

And then we need money for development.

I think that we are getting to a point where we can begin to design systems and to develop systems on the basis of the theoretical information that we have -- imperfect though it may be -- so that we do need money for supporting, at least, pilot operations.

I would not want now to get into a personal ambition that I have along these lines of something that I see, but for the developing of a pilot method of effective -- one of the problems of all of these things, these new systems, is that none of them yet has come up with an economic efficiency where they can be self supporting. They all cost more and deliver less than the traditional systems which we have.

Unfortunately, this has been true. I don't think it is essentially true in the long run.

I think that we have got to put a good deal of effort on this. So I think that we need to have some money for some pilot operations to test their economic efficiency and not try to do it in a big operational sense, but small, limited, objective ones that could be built upon.

COLONEL AINES: Could I have one final question, Mr. Chairman?

THE CHAIRMAN: Certainly.

COLONEL AINES: One of the difficulties that we have seen is that, although steps have been taken to change it, there has been little transferability from the experience of one group of universities, creating this kind of interchange and wiring themselves up together to share resources at a lower cost.

And seemingly every time another group wants to do it, you have to start all over again.

DEAN PARKER: Unfortunately --

COLONEL AINES: There is something wrong with that process, obviously.

DEAN PARKER Well, I am not sure that it is wrong. It seems to be terribly inefficient.

I made a statement some ten or fifteen years ago that we would see more confusion and less uniformity in the library world from that date until 1990 than we had seen in the American Library Movement before the establishment of the American Library Association in 1876, when we began to have some semblance of uniformity of practice.

These -- I think that it is dangerous to try too soon to crystallize a procedure and a philosophy of the way these newer techniques are to be done. The only way that you can do that is to have diversified -- many of them perhaps failing -- experiments, and out of that, over a period of fifteen or twenty years, we can evolve a new and acceptable system.

I think that we are just now getting up to a point where libraries are willing to accept what somebody else has done. I have been interested in this business since the year 1935. I would not have -- up until three years ago -- have been willing to accept any work done by any other library, and I am sure that they felt the same way about mine.

I think that this is a necessary -- wasteful, perhaps -- but a natural part of the development of a radically new system of bibliographic control and availability systems.

THE CHAIRMAN: Thank you, Dean Parker, and we would appreciate it if you would send us a letter about what you have said.

DEAN PARKER: Thank you.

THE CHAIRMAN: And now Mr. Wedgeworth is scheduled to take over about now, but since he hasn't arrived yet, a few minutes ago I asked if -- Mr. Schlinkert, is it?

MR. STEVENS: From the Chicago Teachers Union.

THE CHAIRMAN: From the Chicago Teachers Union; is he here?

So, Mr. Schlinkert, would you like to take the stand now?

Whereupon

ROY SCHLINKERT

was called as a witness, and was examined and testified as follows:

MR. SCHLINKERT: About two hours early!

THE CHAIRMAN: I know, but we have the time, and if it is all the same to you?

MR. SCHLINKERT: A little early.

THE CHAIRMAN: Right.

MR. SCHLINKERT: My name is Roy Schlinkert -- S-c-h-l-i-n-k-e-r-t -- and I am with the Chicago public school system. However, I appear this morning in my role as Chairman of the high school librarians of the Chicago Teachers Union. I envy those who have a statement submitted because they don't have to speak offhand.

THE CHAIRMAN: You can, by the way -- and I hope you will, if you want to -- send us a written statement later.

You don't have to rely exactly on what you say here.

MR. SCHLINKERT: Thank you, Dr. Burkhardt.

I might begin by saying that not all of these sweeping changes and widespread new developments that have come to school libraries in the era of the sixties have come to all school libraries in this country, as we are all very well aware.

In fact, in most of them, in many of them, in the majority, perhaps, the role -- the advisory and teaching role -- of the librarian has not been expanded anything like it should be, and many of these agencies have not been transformed from the old print collection and print type of service agency to the multi-media sort of collection and service agency.

Someone earlier spoke of the fact that research has been too often used by librarians as a refuge from the solution or the facing of problems. And I would heartily endorse that. I served for three years on a school library committee. And on that Committee, I am sorry to say, that except for perhaps one other member, we were always in need of further research, despite the fact that the crisis was mounting and some action, at least some effort at action, which might not -- which might fail, but at least was an effort -- was desirable and necessary.

I do not wish to confine myself only to the large cities' situations because the smaller communities, many of them, have faced the same thing and with even a greater sense of crisis because they had no one to turn to for help. In the large cities in some cases we at least have been able to stand together and hold onto what we have.

It is no secret that within the last year or two, there have been drastic cuts of services in the school libraries and media systems of New York and Detroit, to mention only two.

In Los Angeles, within the last year, the proposal of the Board -- of the school administration was to abolish the school libraries and media centers altogether, and only by the librarians themselves going directly to the Board of Education over the heads of the administrators were they able to save their system.

In Chicago twice now we have faced the same thing. Within the last six months -- last June -- the proposal was to cut off 250 professional positions and all, of course, in the high schools, and only the aid of the Chicago Teachers Union enabled this to be thwarted.

Now let me say it is to the credit of the teaching staff in Chicago -- 25,000 teachers -- and to the leadership of the union, that they put libraries in the first of seven priorities as something that must be restored before anything else was done.

Now in this crisis we don't need to tell you that we have passed from stagnation and slow moving development to crisis. We are now on the defensive. And yet within the American Library Association and the Association of School Librarians there seems very little awareness of this at the leadership level, and it is no secret that the school librarians are one of the largest group of librarians, and that they no longer belong in any great numbers to the American Association.

Someone earlier this morning spoke of the federal government's need and responsibility to play a basic role in the financing of school libraries, and of all libraries. Now certainly in this country we do have certain federal legislation:

We have the Title 2 money for materials.

And we have the Title 1 financing for personnel and other things -- for the disadvantaged, in this case; the materials, of course, for all groups.

But within the large cities I think that many school administrators, although they do not say it publicly, and, I think, a great many librarians, are well aware that we need and must have that line between "advantaged" and "disadvantaged" erased. This country is rich enough to provide the materials for all students, and it is rich enough to provide additional personnel -- additional, not the personnel now -- support for the personnel now provided.

It should also be possible to provide federal financing for the renovation of facilities, such as was done in the National Defense Education Act for science laboratories. Why in the years since that time we have not been able to get it for libraries seems to be hard to explain. And it seems as though we haven't even asked for it at the association legislation level.

So this, I think, is substantially more not only a matter of the further development and expansion of these activities, but it is necessary for the anchoring of the progress that has been made.

Now I think that librarians in general, and the American Library Association in particular, has perhaps reveled in research -- and yet we see the inadequacies of our research, and how much of it makes no real contribution, and how superficial much of it is!

We are not in any way downgrading research, but perhaps it is time for us as an organization to work for all libraries together in a unified manner and get a unified program determined, and to realize that along with the research we must have public relations, and we must have an interest in legislation, and we must at the local level all over the country have a unified program to back up what this Commission is trying to do.

THE CHAIRMAN: Could I ask a question?

MR. SCHLINKERT: Yes, surely, I am sorry.

THE CHAIRMAN: You said that you felt that this line between the advantaged and the disadvantaged ought to be erased?

MR. SCHLINKERT: Yes.

THE CHAIRMAN: I understood you to be saying there that the priority shifting that has taken place has been away from the traditional kinds of assistance to "right to read", disadvantaged, minorities -- and what you are saying is not that you object to those --

MR. SCHLINKERT: Splendid things, yes.

THE CHAIRMAN: Getting assistance, but that the traditional lines should also be held up?

MR. SCHLINKERT: Well, I mean that if there is money for personnel in Title One for staff in disadvantaged schools, for additional, this additional staff should be available to the other schools, which do not qualify as disadvantaged.

THE CHAIRMAN: Yes, right.

MR. SCHLINKERT: This has become a dirty word, shall we say, and the real disadvantaged schools are the ones who are not eligible --

THE CHAIRMAN: I see.

MR. SCHLINKERT: For certain of this federal assistance.

THE CHAIRMAN: Thank you.

Any other questions?

DR. CUADRA: Yes.

THE CHAIRMAN: Carlos.

DR. CUADRA: Could you say a little more about what you mean by a unified program, and particularly comment on how far you think the integration of public and school libraries should proceed, if you think it should proceed at all?

MR. SCHLINKERT: Yes, surely, surely.

But before I say that, well, yes, I think that there are, that we know that in New York State that there is this proposal that school and public libraries -- and that sort of thing, public libraries. I think that basically this probably is unsound, an unsound proposal, but I do think that school and public libraries are not enemies and that they must work together, and that in our national program we are all going to get more for all if we are not competing with each other.

I am not sure that I interpreted your question correctly.

DR. CUADRA: Well, does that mean that you are not in favor of integration of school and public libraries?

MR. SCHLINKERT: That is a question that I don't think that I should express an opinion now.

I rather think that they each have roles to play. I do not think that while school libraries can offer certain things to a neighborhood in certain circumstances, I don't think that that is the answer to the neighborhood's need of the library, shall we say, for one thing.

COLONEL AINES: May I follow up?

THE CHAIRMAN: Yes.

MR. SCHLINKERT: Oh, sure.

COLONEL AINES: Where would you provide this unification?

After you said --

MR. SCHLINKERT: I would unify the legislative program.

I don't mean --

COLONEL AINES: But not necessarily in terms of the actual units having --

MR. SCHLINKERT: Oh, no.

COLONEL AINES: An integrated program?

MR. SCHLINKERT: No, I had no reference to that. If I gave that impression -- which I evidently did -- that was not what I intended.

But we do have in this country twenty billion dollars for the national defense research budget, we have three billion for investment tax relief for business, we have 250 million for a loan for an aircraft company. There ought to be money, it seems to me, for public libraries and school libraries and the college libraries, to help them out of their difficulties.

THE CHAIRMAN: We have time for another question. Mrs. Moore, would you like to ask one?

MRS. MOORE: Yes. I wanted to inquire about your Title 1 funds in the Chicago public schools. Do you use part of the Title 1 funds to pay salaries for librarians in disadvantaged areas?

MR. SCHLINKERT: This has been used in inner city schools, yes.

However, as far as the official side of this today, I am not --

MRS. MOORE: You were emphasizing that?

MR. SCHLINKERT: Yes.

THE CHAIRMAN: Well, very good. Thank you very much.

MR. SCHLINKERT: Thank you for giving me the opportunity.

THE CHAIRMAN: Now I would like to ask Mrs. Young -- is she here?

MRS. YOUNG: Surely.

THE CHAIRMAN: I understand that you have an airplane to catch.

The members of the Commission will have to go down in the pile a bit to get to Mrs. Young's.

MRS. RESZETAR: Two o'clock, it was scheduled.

THE CHAIRMAN: It was scheduled for two o'clock.

Whereupon,

VIRGINIA YOUNG

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Would you introduce yourself, Mrs. Young?

MRS.YOUNG: I am Virginia Young, Mrs. Raymond Young. My name was written as"Ms. Raymond Young".

I speak to you as a library trustee. I have served as a library trustee at the local level, at the state level, and currently as a trustee of the American Library in Paris.

In addition to the information that I set forth in my statement, I have been thinking about some of my concerns as a trustee, and as a citizen, and I would like to make a few remarks, if I may, and I appreciate the opportunity to appear before the Commissson to do that, to discuss some of the things that I would like to see the Commission doing. Of course, you have three nationally known trustees on the Commission, and they can speak most eloquently, and I think that some of the things that I have to say may not be new, but they are things that are of special concern to me.

First, I am concerned about the fact that library service should be total library service, that we need to be thinking not so much in terms of institutions as in terms -- rather in terms of the user, because I think that library service will be supported only when it is important to the citizen and he is getting what he needs from it.

I think that we do recognize that times have changed, that there is instant information and communication. And so I think that we need to think about the user in terms of his leisure time, in terms of his performance of duties of citizenship, and in establishing and building the community.

And I think that we want to also see how books and information and reading are important to society in general and, in other words, what is the library actually all about?

So that I would like to see the Commission have a study made of what total library service really is, and an evaluation of library service in general, and perhaps explore the possibility of establishing a super department of libraries that takes a more significant place in the federal governmnnt, that perhaps we have established a Department of Libraries. It would probably concern itself more with the tax supported libraries, but certainly in cooperation with the private libraries as well, so that it was concerned with the governmental aspects, the legal, the traditional, the economic, and above all the user, in consideration with libraries.

Having said that about the user, I would like to say a word about the institutions themselves, and the role and scope of the institutions:

I have thought a little bit about the various types of libraries -- college and university libraries, and public libraries, and it is difficult, I think, to categorize some of these institutions.

What, for example, is the common denominator between a college library such as Harvard and a perhaps all-black college in the South? And I just don't think that there is any common denominator there. Or between the Chicago Public Library and a public library in Glasgow, Missouri.

And certainly there is a wide variety, a variance in all types of libraries. And this varies from state to state.

This brings me to the institution that, I think, is set up now to do the kind of overall planning that is necessary and, of course, this is already being done within the state libraries. And the state library boards are set up to do this long-range planning, and they bring in citizens, and I think that this is one of the important things that library trustees do, is their concern with citizens, and they have these citizen boards or citizen committees working on this long-range planning of libraries.

And I hope that this Commission will have a good many citizens speaking from the point of view of the citizen, just as the state libraries are doing in their planning. So I think that anything that the Commission could do to strengthen state libraries would be of real value.

Some of the other suggestions that I was thinking about in relation to the Commission:

You do have the power to set up studies, and a great deal has already been said about the disadvantaged. But it seems to me that we need to know even more about not bringing in not only the blacks but all minority groups, and the culturally isolated and disadvantaged, into the mainstream of our society. And I would like to suggest that one of the groups that might be useful in doing this kind of thing is the National Book Committee.

I am sure that you are familiar with the National Book Committee. I serve on the Executive Board. But this Committee is made up of citizens again, and I keep emphasizing the idea of citizens and their part in this. It is made up of citizens from all over the country, and the Executive staff has been doing some studies in this particular area.

Virginia Matthews, who is the Director, has just done a study in Puerto Rico on reading and children, and next week there will be a four-day conference at the University of Oklahoma done in conjunction with the University and the American Library Association's Office of the Disadvantaged, and the U. S. Office of Education. But they will be working at this to see what can be done about enlisting the use of the disadvantaged people and getting them away from the television sets and how to motivate them and get them to using books and reading.

In addition to the field studies, it seems to me that we need some real hard data, and constantly having statistics that are up to date.

So I would like to see the National Commission explore the possibility of establishing a National Research Agency that would keep us current at all times on -- with statistics and data concerning libraries.

I would like to enlarge just a little bit then on the statement that I did make, in that I think that the role of the trustees is tremendously important because they are citizens who have the muscle and the know how and the political clout to get things done. And I think that, of course, there is a turnover among trustees, and I think that we have to concern ourselves with trustee education. And anything that the Commission could do to work with trustees and to help with the trustee education, I think, would be important.

And also, in my statement I mentioned a White House

Conference on Libraries.

I would like to see the National Commission take a leadership role in this -- not only in getting it brought about, but actually in running a White House Conference. I know that there has been some skepticism of what a White House Conference actually does, but I think that a White House Conference does not solve problems, but it focuses national attention on what the problems are. It does have a real public relations value.

And I think that if the National Commission did this that there should be machinery set up for continuing to work on the problems, so that -- well, actually, if you started today to do something about this, it would be 1976, I believe, before you could get a White House Conference.

And then I would suggest that if this were done, that this machinery be put into motion and that there be another White House Conference, perhaps, in an important year such as 1984 to see what had actually been accomplished in the interim.

(Laughter.)

Well, to recap briefly, what I have tried to say to you, I would like to see the National Commission:

Make a study of total library service.

Explore the establishment of a Department of Libraries.

Find ways of strengthening state libraries.

Have studies for all citizens to be involved in the use of libraries, every segment of society.

That there be field studies as well as hard research.

And to explore the establishment of a National Research Agency.

To recognize the importance of trustees and their education in relation to library development. They are the policy makers, the ones who are responsible for securing funds, and for public relations, and work with citizens.

And lastly, to take the initiative of setting the wheels in motion for the calling of a White House Conference.

THE CHAIRMAN: Thank you, Mrs. Young.

We have a few minutes now for questions. Are there any questions?

Colonel Aines.

COLONEL AINES: Yes.

First, I elect you as "Mrs. Trustee". You can be the trustee of any library I run!

The question that I have deals with educating trustees. Now we never know who the trustee is going to be, so obviously they can't be educated before they take office. So what could be done on a continuing basis, on a universal scale, recognizing that each library is different in trustees, although they have a common approach to solving resource problems and user problems and political problems, and they do a magnificent job, what can really be done, in terms of a Commission recommendation that would help this community be even more sensitive to needs and more capable of applying the clout you talked about, to get the resources required?

MRS. YOUNG: Of course, there are materials available -- books, film strips, and this kind of thing.

But I think that if the National Commission would take cognizance of what the trustees are, and recommend that there be such a continuing educational program for them that -- I think Mr. Velde has a plan for the development of additional materials -- if this kind of thing could be done, I think that it would give more emphasis simply to take recognition of what trustees are, and their role, and to recommend the use of various kinds of materials for trustee education -- it would be most helpful.

COLONEL AINES: Would you like something like a grant that would provide a moving picture?

MRS. YOUNG: I think this would --

COLONEL AINES: And show to trustees throughout the country?

MRS. YOUNG: I think this would be very useful.

THE CHAIRMAN: Miss Scott.

MISS SCOTT: Do I understand you to propose two additional federal agencies -- one a Department, a Cabinet level agency for libraries?

MRS. YOUNG: Well, I meant to say that when I spoke of a Department, yes, that would be a Cabinet level post. And the National Research Agency might be a part of the Department.

MISS SCOTT: One of the proposals though for the National Research Agency was in the area of statistics. You are aware of the National Center of Educational Statistics?

MRS. YOUNG: Yes.

MISS SCOTT: You don't feel that they are doing an adequate job in this field?

MRS. YOUNG: Well, I seem to find that I can't put my finger on the statistics that I want at the moment, that they aren't current.

MISS SCOTT: Lack of statistics?

MRS. YOUNG: Right.

MISS SCOTT: And again turning to the Department of Libraries, you do not feel that the Department of H. E. W. and the Bureau of Library and Learning Resources are perhaps fulfilling that role?

MRS. YOUNG: Well, it seems to me that then it would give libraries a more important emphasis, if they were in fact --

MISS SCOTT: Cabinet.

MRS. YOUNG: A Department, yes, a Cabinet post.

THE CHAIRMAN: Libraries used to be tucked away in the Bureau of Adult Education. Now, at least, we have gone one step.

MISS SCOTT: Yes.

THE CHAIRMAN: But I think that what you are saying is that it certainly ought to be our concern to get more recognition and to get it in a more effective place within the Executive structure?

MRS. YOUNG: Exactly, exactly.

THE CHAIRMAN: A Department is a little bit far away, I think.

MRS. YOUNG: Yes, not immediately, but something to look forward to.

THE CHAIRMAN: Carlos.

DR. CUADRA: You mentioned in your written testimony that people will spend their money for that which is important to them.

Yet we have heard this morning and throughout the testimony several times that there is a tremendous financial crisis. People seem not to be spending their money on libraries. I am wondering if it is because libraries are doing a poor job -- as some of the testimony suggests -- or they are really doing a fine job, but nobody knows it; it is a public relations problem?

MRS. YOUNG: I think --

DR. CUADRA: Which is it that you think it is?

MRS. YOUNG: Well, it may be both.

I mean, there may be places where they aren't doing as good a job as they might. I know in beating the drums for library support, I have talked about the kind of service that they can get, but I think that there is a difficulty in doing this -- and then people go there and they don't get this kind of service.

But I think that it is more the latter. I think that people just don't know what kind of services they can get. And this is a place again where I think that trustees can be so important in letting the people know and working in the community and keeping the public informed about what they can have from their libraries.

THE CHAIRMAN: Lou.

MR. LERNER: Let me ask you about the proposal for a White House Conference on Libraries. This has been very close to many people who are in the American Library Trustees Association.

What lasting effects do you think that would have, beyond the public relations effect on a very temporary basis? We have had White House Conferences on Youth, on Aging, on Children, on all kinds of things. How far beyond simply having a conference and generating a lot of publicity towards what the problems are -- we don't have to have a conference to see what they are; every day we see them -- what lasting effects do you think this could have?

MRS. YOUNG: Well, that is why I suggested that there be set up some machinery to carry forward beyond the recognition of the problems that will come out -- that some kind of machinery be set up following the White House Conference to cope with these problems, to actually do something about them, and then have another White House Conference to see how effectively these problems have been resolved.

THE CHAIRMAN: Mrs. Moore.

MRS. MOORE: Mrs. Young, I would like to ask you a question:

You mentioned that the National Commission should take some recognition of trustees. What do you suggest that the National Commission do?

Do you, in other words, I think I am asking you, do you think that a statement from the National Commission that trustees are important -- and give publicity to this kind of thing -- do you think that this would be helpful?

MRS. YOUNG: I do. I do.

MRS. MOORE: Have you any other suggestions, other than that?

MRS. YOUNG: Well, I think that something in the actual production of some materials that would be useful for library trustees in showing them their role, and how they could be helpful for library development, would be a wonderful thing, if it were possible.

THE CHAIRMAN: Bud.

MR. VELDE: Virginia, I think that we have talked about this before, but the big problem that many don't realize is that library trustees are such wonderful people -- and then they aren't used!

They start out as really reasonably successful and interested, but then nobody tells them what to do. And then, because they are continually changed, that is why there has to be such a continuing educational effort.

But don't you feel too that we should encourage the library schools to teach the librarians how to teach the trustees what they are supposed to do?

MRS. YOUNG: I think this is very important, and we have had some workshops at Columbia University having this interchange between prospective librarians and library trustees, and there were certain tensions there when we started, but after you get to talking together, you recognize that you are saying the same thing.

So I think that perhaps getting some trustees into the library schools themselves, and letting them have a chance to talk to some of the library students would be a good idea too.

THE CHAIRMAN: All right. Well, thank you, Mrs. Young. You have given us a good shopping list, and we are very glad to have had you with us.

MRS. YOUNG: Thank you.

THE CHAIRMAN: Mr. Wedgeworth is with us now, and we will be very glad to have you testify.

Whereupon,

ROBERT WEDGEWORTH

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Now if you will just identify yourself -- not that we need it -- and then, if you have anything that you would like to add to the comments that you sent us, please start off that way.

MR. WEDGEWORTH: My name is Robert Wedgeworth. I am Executive Director of the American Library Association. I have prepared a brief additional statement for the Commission.

I could go over it briefly, just to hit the highlights, as a basis for discussion.

THE CHAIRMAN: I think -- as you please. If we leave some time for questions, I think that would be more helpful to all of us, if we could do that, but do tell us what you want us to know.

MR. WEDGEWORTH: I appreciate the opportunity to give additional testimony to the National Commission, and I also would like to commend the members of the Commission for seeking grass roots opinions on the status and future of libraries and information services in the United States.

I think it bears repeating that "libraries are truly the 'arsenals of a democratic culture', serving not only to advance science and scholarship but also as vital institutions for ensuring an informed electorate."

The concept of the library, particularly the public library, as the one American institution committed to the protection and enhancement of the public's right of access to information is the foundation upon which is based all of the testimony presented thus far from the various groups and officers of the American Library Association.

In previous testimony it was suggested to the National Commission that they concentrate their efforts in two areas, namely:

In reviewing all the laws which affect library service in this country.

And secondly, a program of experimentaion with the economics of library service.

We outlined some of the areas in which the problems emerge. Just to reinforce our two points, I would like to just pause and briefly answer the question, "What do we mean by experiments in library economics?"

One, we need training laboratories designed to improve the skill of practicing librarians. The entire approach to library service has to be evaluated and communicated in terms of efficiency, effectiveness and economy. Libraries are still in the "general store" stage while the supermarkets are open all night. Under the present patterns of support and demands on existing staff and equipment, it is almost impossible for any library to embark on a training and development program which could utilize methods far beyond existing methodology.

Two, we need Library Renewal Centers. These models would be designed for the implementation of new patterns in library service and library procedures. They could be likened to "test marketing" used in commerce where sites are chosen according to client profiles and a specific product or method is experimented with in existing institutions so that libraries need not expend their energy seeking the funds and staff while profiting from the investment -- their investment in experimentation. It should be important to note here that we would call upon outside expertise, expertise apart from the librarians working in these institutions.

We also need a vocabulary in order to communicate with each other, with those we serve, and with those who provide the economic support. If we are to not only evaluate but to predict the future needs of libraries, we are going to have, or have to have, both social and economic indicators which can be interpreted readily by librarian and lay people a like. This would open the door to the long needed study of the library client.

The purpose underlying the recommendation that the National Commission review the laws which affect libraries and information services is the need to thoroughly explore the tax-support for these services. Since my original testimony was submitted, the State and Local Assistance Act of 1972 was passed by Congress.

This act, commonly called the "revenue sharing", makes it very clear that libraries are a national priority. It is listed as one of the eight priority categories for which states and local communities may use these funds.

While this may become a major opportunity for libraries to make the public aware of the vital service they perform, we must not overlook the legal problems of institutional authority and definition of service areas which constrain the development of library networks all over the nation.

I would like to point out here that I grew up in a community in which the public library is really the library of the Public School District. I went to college with a young man who lived in the same city in which I resided, but outside that school district.

I had all of the resources of the Kansas City, Missouri, Public Library at my disposal from the time I entered public school. He had no access to these services, even if he were to pay a fee -- but sometime later they did add a rather high outside borrower's fee.

I pose this as an example of some of the patterns of service that are determined by the political jurisdictions rather than the interests of the user in mind.

In closing, we have heard a lot of talk about a White House Conference. My own opinion is that we are not yet ready for a White House Conference, but I think we definitely do need one.

It seems to me that the Commissioners would play an extremely important role in the development of library and information service were they to aim their research and development projects over the next four years toward a White House Conference on Libraries and Information Services in 1976.

I say this because we don't know what we need to know, in order to come together in a forum to present a national plan for libraries and information service to the nation.

Congress has given us a priority status. Information gathered over this period would provide the basis for a National Plan which, hopefully, could attract the support of the President.

It has been stated by Joe Shubert that "One may be tended to visualize it" -- meaning the White House Conference --"as a ritual." Well, that may be true, but we cannot ignore the enormous support which can be marshalled to implement the wishes of the White House.

Thank you.

THE CHAIRMAN: Thank you, Mr. Wedgeworth.

Are there any questions? Mr. Lerner.

MR. LERNER: Mr. Wedgeworth, in the light of the Serrano decision, affecting the funding of the public schools, the Commission has addressed itself to this problem regarding the possibility of public schools being funded on one basis and libraries on another basis.

Is the A. L. A. going to take any overt action regarding this situation? Or is it just going to wait and see what happens?

MR. WEDGEWORTH: Well, our position is that we have been very active in all of the legislation which has affected library service in this country.

We believe that the State and Local Assistance Act does modify this situation somewhat in that we already have a national basis for providing some support for libraries across the nation, with one-third of the moneys going to state agencies and two-thirds of it going to local communities.

We, of course, have not developed any specific position. It will depend on how the support develops under the auspices of this Act.

MRS. MOORE: Mr. Chairman.

THE CHAIRMAN: Mrs. Moore.

MRS. MOORE: Mr. Wedgeworth, I notice in your testimony, your first priority here for the National Commission, you say the National Commission should embark on a program of experimentation in the economics of library service. Now since the Commission is not a grant-making body, how do you suggest that the Commission do this?

MR. WEDGEWORTH: Well, I think that the Commission potentially has enormous influence over the direction of any research and development which takes place in libraries and in providing library and information services. There are many, many granting agencies -- including the federal government -- which look for direction in terms of funding various projects. I would like to emphasize here that I am not just talking about the research as we have known it.

I take particular pride in pointing out to my colleagues in other types of libraries -- and I have worked in several different types of libraries -- that the demonstration projects conducted over a period of years by the school and children's librarians were enormously successful in bringing ideas to the whole field, and were enormously successful in spreading school library service across the country.

I think that other types of libraries can use this example to not only do research to gain new ideas, but also to develop demonstration projects which will put those ideas into action, so that we can observe them under almost normal circumstances.

MRS. MOORE: I believe that researchers call that applied research, rather than pure research, isn't that true?

MR. WEDGEWORTH: Well, in all cases it isn't quite as pure. We are talking about operating institutions where we don't really know all of the parameters.

Certainly we could call it applied research, but I am talking about projects which can be handled by researchers, practitioners -- that can be developed by practitioners as well as researchers.

THE CHAIRMAN: Andy.

COLONEL AINES: A comment and a question:

The comment deals with your view about a White House Conference to be held in '76. I think that putting it forward into that time period makes a lot of sense.

One should never have a White House Conference unless that action is needed to be ready to move a force already gathered to move, and you need that just simply to push it over the hill and get onto the down slope where you can get some speed, and if you just come together and say "We have got a real problem", you just walk away and the problem will stay there.

There has to be some kind of a mechanism created to do something.

The question that I have deals with the interesting comment you have where you talk about if we are to not only evaluate but to predict the future needs of libraries, we are going to have both social and economic indicators which can be interpreted readily by librarians and lay people alike. This would open the door for a long-range study of the library plan.

Now this is the first time that I have heard somebody come forward and say that we need social indicators and economic indicators for libraries. It ties in with the previous testimony about the need for better statistics mentioned by at least two people earlier this morning, but could you develop this theme a little bit to show how, if we pushed for a set of indicators, that would be useful for the library and information world, possibly, that is, by shedding new light, giving information not now available, we might be able to accomplish more?

MR. WEDGEWORTH: Well, Colonel Aines, what I had in mind was to present what I think is a major dilemma facing the library world, facing librarians now. And that is to try to re-orient the focus so that we define services in terms of users, that we have got to look at all of the diverse needs that we are trying to serve and to re-orient ourselves to define it in terms of the various user groups that we are trying to reach rather than the institution itself.

The social and economic indicators come into play here because at present we have very poor knowledge as to what kinds of services we need to provide to the aged, to the poor, to the black, to the Spanish-speaking, to the Indians. We have general ideas about what the problems of these groups are in our society, but we haven't really focused on the kinds of things that libraries can do best with respect to these user communities and with respect to the kind of economic support they have available to them.

Hopefully, the development of these kinds of indicators would help us define the kinds of services we are able to provide.

THE CHAIRMAN: Mr. Wedgeworth, a previous speaker just before you came in, I think, was talking about the school libraries, and seemed to think that the American Library Association was not aware of the rather defensive battle that the school libraries and librarians were having to put up, especially in the larger cities. Would you care to comment on that?

MR. WEDGEWORTH: I think that we are very much aware of the position of the school libraries, as well as other types of libraries. I think that we have gone on record in a number of instances to indicate our concern for these kinds of problems -- not just their administrative problems but the problem of the existence of school libraries, as it is threatened by, say, the harmful matters statute in the State of California.

These kinds of things do reach us. However, I should add that we have the entire spectrum of libraries to consider, and while we may not be moving as forthrightly in any one area as our membership and the library public at large may wish, we are concerned, and we are trying to help with these problems.

THE CHAIRMAN: Any other questions?

Mr. Becker, and I think we then must -- well, all right, two more.

MR. BECKER: Bob, we have heard the word "crisis" used this morning in various testimony -- financial crisis, an identity crisis with the public library, et cetera. Does the A. L. A. feel that we have reached the crisis stage in one or two areas and that we need to move very, very fast in terms of alleviating a bad situation?

MR. WEDGEWORTH: Well, as you indicate, Mr. Becker, that is a very over-used word.

But let me just say that as far as A. L. A. is concerned, we see that we are in a transitional period. It is not unique to libraries. I think it is facing most of our social institutions.

We see that need to review what we have done in the past, and see how it fits with the needs we perceive today and what we can predict the needs will be in the future. By focusing on two major recommendations to the Commission, we thought that we could turn attention to what we might call the real fodder of anything that we provide in the future. We need information. We need basic information about where we are. We need information about manpower. We need information about user needs.

Until we get these various pieces of information, we are not in a very strong position to promote any plan for library or information service.

So, if you wish to call it a crisis, I think it is a crisis. It is a crisis because it is upon us and we have too little time to deal with it.

But I think that we do have enough time to consider it carefully and to come up with a plan which will advance -- well, which will accrue to the benefit of all of our citizens.

THE CHAIRMAN: O. K., Miss Scott.

MISS SCOTT: Dr. Cuadra there, I think, had a question.

DR. CUADRA: Am I out of order?

Mr. Wedgeworth, whenever there is a suggestion of coordination of library programs at higher than the local levels, there is usually a statement made that only the local libraries understand what the unique or special needs of the clients that they serve are -- and yet part of what you have told us and, I guess, what other people have said, is that we don't know what people need.

And that kind of surprises me.

I wonder whether libraries do not have sufficient contact with their users or sufficient feedback mechanisms to understand what it is that people need. Why do we need a special study? What is wrong with our feedback system?

MR. WEDGEWORTH: Well, I think the way I could see it, I am not taking anything away from the local librarian.

The problem that we have is that we have to take the problem which that librarian in rural Nevada sees, the specific problem. We have to take that problem that the librarian in Newark, New Jersey sees. And we have to take the problem that the librarian in Oak Ridge sees. And categorize them in such a manner that we can provide the support for all of these situations.

The local librarian is not in a position to see how his problem relates to the problems of the librarians in the next county even.

DR. CUADRA: Do you feel that he does indeed understand the needs of people in his own county, so that the study would be about -- the study would address itself to librarians and not users?

MR. WEDGEWORTH: That, I think, will tend to vary. I think that there are many librarians who understand their problems very well, and there are others who have a very poor understanding of the problems of their user communities.

THE CHAIRMAN: Well, thank you, Mr. Wedgeworth -- I am sorry.

MISS SCOTT: Mine was a minor one.

THE CHAIRMAN: Oh, you just deferred your question?

MISS SCOTT: Yes, I just deferred my question, that's right.

Actually, Professor Casey brought this out in her testimony -- the written testimony -- and this is about libraries without walls, and that it is a concern of the National Commission of Non-Traditional Studies.

I wonder if you could tell me -- you said "schools without walls". Are you now suggesting libraries without walls?

MR. WEDGEWORTH: Well, they already exist.

MISS SCOTT: All right, tell me more about them.

MR. WEDGEWORTH: I think that I used that as an example of the kinds of changes in our society -- specifically in our educational system -- which indicate changes libraries will have to make in order to go along.

The open door colleges, the movement for the independent study of undergraduates as well as graduates, the schools without walls, or libraries without walls put us in the position of having new demands placed on the kinds of services we have offered in the past, new in the sense of an unprecedented level and of a different type.

Now librarians, of course, were in the forefront of advocating independent study and for free access to these kinds of materials in the schools. Well, the problem is that I would ask the question, are we really equipped to deal with these new situations now that we see them upon us?

I don't think we are. I don't think we are in terms of having the financial resources to deal with the increased demands nor are we prepared in terms of the kinds of training that we have given to our people in the past.

THE CHAIRMAN: Thank you again.

MR. WEDGEWORTH: Thank you.

THE CHAIRMAN: All right. I think we now have Dr. Estelle Brodman.

Whereupon,

ESTELLE BRODMAN

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: We are very glad to see you, Estelle.

DR. BRODMAN: Thank you, Fred. I am very glad to be here.

THE CHAIRMAN: I think you can assume that the Commission members have read your excellent paper. I think it was a contribution to knowledge. That was the feeling that I had as I read it, and I think that we should probably spend our time putting questions to you, rather than having another summary of it, if you don't mind.

DR. BRODMAN: Please. You have been at this since eight o'clock in the morning. You must be very tired of people testifying before you.

THE CHAIRMAN: Have you any questions? Do any of the Commission members want to start with the questions? Why don't you start, Chuck?

MR. STEVENS: The question that came through to me -- and you and I have worked in the same area of the application of technology to libraries -- and I wonder, after I read your paper, what the areas that you see now are that are the biggest blank spots in terms of technology contributing to the implementation of newer forms of library service across the range of library service -- not just in medical areas, but across the whole range?

And I could suggest some, I suppose -- communications, storage -- but I would rather have your ideas.

DR, BRODMAN: Well, I really can't speak for all of libraries. I am sorry that I couldn't get here earlier because I learn so much about all kinds of libraries from hearing the testimony before this group.

In the scientific libraries, I think that technology is needed to bring together at a lower cost than is presently true the information which is held by the various nodes in any network system.

Specifically, I could say some things like:

It costs too much to have C. R. T. terminals all over the country, if your network includes all over the country.

It is too expensive to print out from computer tapes when you go through the computer output microfilm route, through the Cinotron route, or through the ordinary printing method.

We are on a plateau, I believe, in the technology. The set of breakthroughs which we had in the sixties has now leveled off and we are trying them out. We need another set of breakthroughs to help us solve the problems which the former set has brought to our attention.

And I am a little bit unhappy at the kind of research that is being done to solve these problems. They do not seem to me to bear on the problems of libraries and library networks.

THE CHAIRMAN: I was impressed with two things especially in your paper, Dr. Brodman:

One was this idea for the librarian, for a new kind of librarian with a kind of switch between the specialist and the practitioner, which, I think would give -- your argument for that and the need for that is that networks are not likely to produce the kind of information that the switch librarian would, or that it would be too expensive to produce the same kind of information.

So with this new idea, also, it seems that you are quite low on networking or networks as a solution to some of our information problems.

DR. BRODMAN: Well, let me say that I think that in the field of medicine that there are two great classes of needs:

The needs of the clinician.

And the needs of the research worker.

And that they have too often in the past been confused, and one monolithic solution to both has been proposed.

And I believe that that is why they have been cut -- one group not at all and the other perhaps only minimally, because they have not focused on the problems of the particular group. Now I believe that the networking and technology and so on are very important for the research scientist, and I am talking also about the clinical scientist in the medical center, for example.

But I don't believe that that information will help the clinician in a community hospital with a particular problem before him. He doesn't want the same kind of information. He cannot use the same kind of information. And, therefore, he has given up using the network which is already available to him.

THE CHAIRMAN: What kind of education does the medical librarian now get? What is that?

DR. BRODMAN: Well, there are two main routes to medical librarianship today:

Through the library and technology areas.

And through the subject field.

They tend now to be uniting in that the Medical Library Assistance Act has provided funds for training for each group in the other information, so that it could be hoped that a higher average level of both knowledges will be available in the near future.

At present the direct route into librarianship, through librarianship, is the courses in library schools which are specifically set up for medical librarians, again under the Medical Library Assistance Act. Some half a dozen schools have been given money to develop curricula which train only medical librarians.

Now some of the course, of course, may be ones which other librarians have to take. But, on the whole, they are specific ones, and they teach not only librarianship but such things as the institutions of medicine, such things as the hierarchy of medical care, and medical people. And those courses generally have turned out the best medical librarians we have from the medical library route.

From the subject route, it has usually been subject knowledge, and then additional study while on the job, or in a special school -- special schools or special courses, underwritten again by the institution or by the Medical Library Assistance Act.

THE CHAIRMAN: Thank you.

Mr. Becker.

MR. BECKER: Estelle, it has been suggested that maybe a General Library Assistance Act is needed to help libraries in general throughout the country.

When the Medical Library Assistance Act idea first orignated you were in Washington and you lived through its development and through its implementation.

DR. BRODMAN: Yes.

MR. BECKER: Can you describe to the Commission the effects of that Act on medical librarianship and what the corresponding effects might be on the general library community if we went and took the larger step?

DR. BRODMAN: I certainly could try to say what I think has happened to medical librarianship. I am reluctant to say that therefore you can extrapolate to general librarianship because the problems are not similar and when you have more of the same, you have something different, and I am not sure that I can go from one to the other.

The Medical Library Assistance Act, as you know, Joe, hoped to train a large number -- about six hundred, I think, was our number -- of medical librarians to fill the positions which we knew were needed in medical librarianship around the country.

In addition to that, it hoped to have a cadre of more highly trained and more highly skilled people who might go out and leaven the whole, as it were, or start new systems or do some experimentation.

It is true that we have gotten a lot of medical librarians as a result of it. Whether they have been any better than the early ones is a question which, I think, even the National Library of Medicine has raised. Where I think they have been most successful is in the higher education portions of the Act, because it didn't exist before, and they have brought it into being.

And I do think that some of our good research and experimentation in teaching has come about from people who have gotten Ph.D.'s, or who have worked in a post Master's research training after the basic training. Now whether that will do anything for general librarianship, I rather doubt.

But then I don't really know.

THE CHAIRMAN: Colonel Aines.

COLONEL AINES: You quote the Bible.

DR. BRODMAN: It is a bad habit!

COLONEL AINES: And say "I labor not for myself but for all those who love learning."

Very appropriate, and we all feel ourselves part of that. And the beautiful statement you have prepared is a tribute to your own position in the community, and it is very flattering to the Commission as well.

DR. BRODMAN: I think highly of it.

COLONEL AINES: Now, having said all of those glorious words --

DR. BRODMAN: Yes.

COLONEL AINES: You have opened so many doors that we would all love to go into those rooms and explore them, but, of course, there is no time to do all of that.

So I would like to have you, of all of the ideas -- you are just full of ideas and thoughts -- what would you like to have us go away with, particularly, that you would like to see us try to encourage the President and the Congress to consider, that will not only be good for the medical community, which is rich, a comparatively rich and affluent and powerful community, but for all of the rest of the knowledge handling community, some of which -- as you may have heard earlier -- is in dire straits?

Please, Estelle, could you help us?

DR BRODMAN: Well, if I had that kind of wisdom, I am afraid you wouldn't need this Commission, you know -- I would just tell you what to do!

(Laughter.)

If you ask me what I think, of all of the things that I am saying are important, most important, for medical libraries, I would try to answer that. I think I could say that medicine is in a state of flux at the moment, and that it is too early to know exactly what direction medical librarianship should go into, in order to help medicine, but that somebody ought to be keeping his finger on it -- preferably a lot of somebodies ought to keep their fingers on different parts of it, and try out different things so that when the future way in which medical care delivery is given in the United States becomes stable, we have some idea of where next to go.

COLONEL AINES: But can we learn from what you are doing in your visions?

Is there something applicable to the more general area , which is not moving in a professional field, if you will?

Do you feel that there is anything transferable as you look at the total field that might be thought about? Or is it unfair of us to ask this question without giving you a little time to ponder on it?

DR. BRODMAN: I am afraid I couldn't answer your question -- just in generalities, like one should always look at the people that one is trying to serve, and not have preconceived notions of what is good for them.

But having said that, I haven't gotten any further along than before!

(Laughter.)

I am afraid I am not very wise.

COLONEL AINES: You made a good point there.

MRS. MOORE: Dr. Brodman, I would like to say that reading a paper of yours not only enriches my knowledge, but it certainly adds to my vocabulary!

(Laughter.)

DR. BRODMAN: Bessie, you are the best!

MRS. MOORE: It is absolutely the best statement! And you have said something here that just intrigues me that

I think maybe the audience would like to hear.

You say:

> "Networks like political parties tend to be a series of compromises."

Now do you want to add anything to that?

DR. BRODMAN: Well, I think that it is self evident that in life one compromises, and that networks are just another portion of life in which one has to make compromises. One has to make the decision, as they do, as we see, in this political party situation right today.

You have to see how far you are going to compromise with what you consider your principles. Are you going to compromise on things that you consider important merely because you think that you are not going to get something else which will allow you to do what you really want to do? Or are you going to compromise on the essentials because your goal has changed?

MRS. MOORE: You add to that. You say "yet only a modicum can be allowed if a network is to remain viable and not fall into many pieces," which, of course, adds a good deal of knowledge to it.

I want to add my thanks for this fine thing.

DR. BRODMAN: Thank you, Bessie.

THE CHAIRMAN: Estelle, what Joe Becker was asking about, a General Library Assistance Act, of course, it came to my mind that the Medical Library Assistance Act was hard to get through, but at the same time, when you think of the rather clear case it had for the urgency and the need and it is rather easily understood why you need medical information and why it has to be given fast, and why it has to be distributed efficiently -- if the job of a Commission such as ours, it seems to me if we are working toward general library assistance, it is to get something of this quality of understanding of the importance of the other kinds of libraries.

I frankly envy the medical library network and all of the things that we say at the National Library of Medicine. But it is because the importance of it was put over, and I think that it was easier to put over than the job we have got.

But if we aim at that, then I think that society will pay the cost for it, when they see how important the need is. That is why they are willing to pay for medical library assistance -- the taxpayers, I mean.

DR. BRODMAN: Yes, I agree. I don't know how you can prove though that the libraries, in general, are a good thing!

(Laughter.)

THE CHAIRMAN: Yes.

DR. BRODMAN: The indication is that people don't think they are a good thing because they don't want to give their money to them. You are talking about intangibles.

It is almost lunchtime, but I might remind you that at one time the National Library of Medicine was the Army Medical Library and we had an Inspector General who came around and he saw our rare books, and he said, "Do any medical officers use your rare books?" And we had to admit that very few medical officers rushed in to read our rare books.

And so he went back and made a report saying he thought that it was not part of the duty of the Army to support a history of medicine division in the Army Medical Library, and he understood, of course, that if he put them all on the market at the same time he would lower the price of rare books, and so he advised us to give them away to Western Reserve University.

And it was up to us to write a rebuttal to this. And how do you say that rare books are important to the mission of the United States?

We suggested --

THE CHAIRMAN: But you did!

(Laughter.)

DR. BRODMAN: We suggested that you take the Constitution and the Declaration of Independence and give them away because they were spending an awful lot of money to keep them on view with the gas filled exhibit cases and all of the rest.

But there is really no argument that you can give for the usefulness of the things of the mind!

(Laughter.)

THE CHAIRMAN: Well, thanks very much, Estelle, and I am sure you appreciate that we are running a little behind time, but I know that the Commission is very appreciative of your contribution.

Before we go to the public part of the meeting, is Mr. Towner present? Would you like to take -- I hesitate to say "the stand", but this is a courtroom!

MR. TOWNER: Do I raise my right hand?

(Laughter.)

Whereupon,

LAWRENCE W. TOWNER

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Please, just identify yourself for us.

MR. TOWNER: I am Lawrence Towner, Director and Librarian of The Newberry Library.

I have been asked to testify with regard to research libraries, and there are two in Chicago, and I have submitted my testimony -- which, I assume it has been read, and I might --

THE CHAIRMAN: Yes, I think that you can assume that we have read it.

MR. TOWNER: Yes.

THE CHAIRMAN: And that we have some questions to ask you.

MR. TOWNER: I might just say two sentences, if I may?

THE CHAIRMAN: If you would like to add anything, right.

MR. TOWNER: In reflecting on the problems of research libraries, it occurred to me that I hadn't used the word "paradox" in my written testimony. But they represent a paradox in our society.

We have institutions, we have great, magnificent collections. Assuming that our insurance man is not in the room, I would say that I would guess that the collection of The Newberry could be conservatively estimated at 150 million dollars, and this is a "have" library.

But the other side of the paradox, however, is that the independent research libraries do not have the resources properly to care for these collections, to administer them, to make them available to the public.

And what I asked in my testimony is not that the Commission urge upon the Congres that they make a special appropriation for rare book libraries and research libraries, because I think, of course, that is not possible, on the one hand, or necessary on the other.

In fact, I would like to put into the record -- although I will not read them -- three documents which demonstrate that independent research libraries are quite capable of raising their own money to solve their own problems, either from the federal government or from the private foundations and private giving, provided that the Commission can help us to remove the legal disabilities under which we suffer. And that is essentially what I have recommended to the Commission:

(a) That the legal disabilities be removed, so that we can compete in the market place for tax moneys and foundation moneys and private moneys, along with other educational institutions which, by virtue of their character -- that they have faculties, and graduate programs, and undergraduate programs -- are automatically eligible for the kinds of grants that we have to fight for.

THE CHAIRMAN: I am sure that you know that we are having a hearing in Washington at which Mr. McCorison is going to present testimony behalf of the independent research libraries in general.

MR. TOWNER: Right, right.

THE CHAIRMAN: I would just like to start:

Isn't it true that the Mellon Foundation has just produced a grant for assistance to the independent research libraries?

MR. TOWNER: Yes, it is true.

THE CHAIRMAN: What are you going to use that money for? What are your priorities there?

MR. TOWNER: Well, the priorities were partially established by the Mellon Foundation and partially by the six libraries that received the grants.

The Mellon Foundation felt that it would like to direct its grant to the scholar, as much as possible. So that, on the one hand, there are some negative restrictions to the grant. It may not be used for bread and butter, for acquisitions, for buildings.

But, on the other hand, it may be used pretty much at the individual library's discretion, to support scholarship through fellowships, grants in aid, travel grants, support for publications and programs, and the like.

It is a very generous series of grants that the Foundation made, and The Newberry Library got a half a million dollars as a capital gift which, depending on how we invest it, will bring in twenty to twenty-five thousand dollars a year, and we will use it, of course, as the grant specifies, using considerable discretion, primarily to give direct aid to scholars who need to use the collection and don't have access to it because of their residence or, well, because of time problems -- the need for six months off to do research.

THE CHAIRMAN: But it doesn't help you with your running expense?

MR. TOWNER: No, it does not, except that it does -- as I told Mr. Duse when we applied -- it allows me to divert some of my energies from raising money for fellowships and grants-in-aid to raising money for books and for operating expenses.

THE CHAIRMAN: Yes, any questions?

Andy.

COLONEL AINES: I would like to get a little clarification:

I think -- did you say a moment ago that your financial problems were not so severe that you were looking for funding?

MR. TOWNER: No, I did not say that!

(Laughter.)

If I did, I misspoke.

THE CHAIRMAN: No, he didn't say that.

MR. TOWNER: I said that I thought that if the legal disabilities that hamper us in fund raising were removed, that the individual and the great independent research libraries in this country could compete successfully with other educational institutions for available tax dollars and available foundation dollars.

COLONEL AINES: Well, you just passed a little trap

I had set for you beautifully, because I had read 2(b) of the legal restrictions you would like to have eliminated and one of them made quite clear that you would like to get more public -- get public support.

MR. TOWNER: Oh, of course, we would like to have public support and we have.

The Newberry Library -- as this document indicates -- has considerable public support, through the National Endowment for the Humanities primarily -- a million dollars in grants this year. But to get the lever to do it, you have to surround yourself, as we did, with other educational institutions and get them to co-sign the application, because we are not formally an educational institution.

And it was only when the public law -- the Public Education Bill of 1965 was amended this summer, that there was a loophole -- which we immediately stepped into, I think -- open that would make us eligible for Title 2 grants for acquisitions.

That is, I am pleased to say that The Newberry was used as a model by the Administration in urging this amendment -- institutions such as The Newberry that have formal educational programs with academic institutions that are themselves eligible for Title 2 moneys will be presumed to be eligible for five thousand dollars a year basic grant, for example, for acquisitions.

Well, I am not saying that we are not asking for federal money. I am saying we are not asking for special legislation because I think that we can compete and demonstrate our value to the society as a whole, if these legal disabilities under which all of us suffer with respect to our identification as non-academic institutions and non-educational institutions -- and which some of us suffer even under the present tax law.

That is, some of the independent research libraries are considered operation foundations and this makes it extremely difficult for them to get grants from other foundations, because the granting foundation is responsible for the monitoring of the way that money is spent, whereas a publicly supported charity -- which is the most liberal definition of an academic institution that is eligible for gifts and grants, is itself accountable to the government, not to the foundation which gave it the money, as far as the I. R. S. is concerned. So the first question that a foundation officer asks you, after they have gotten interested in your proposal, is "What is your tax status?"

And we had a nightmare last year, when we were getting a review of our tax status, because at the time when the man in Chicago was about to give us $600,000, just at that time we got a letter from the I. R. S. saying "We could not determine that you are not a private foundation." And it cost us several hundred dollars and many nightmares in taxes, not in bribes -- in taxes, to get that changed in time to get the $600,000!

(Laughter.)

Otherwise we would have lost it. So it is a real headache. Most of us cannot qualify under what is called "the facts and circumstances", which is ridiculous as far as a private library is concerned, because most of us -- like the Huntington and The Newberry -- have endowments that really generate about seventy per cent of the income.

So therefore we have to supply additional information to demonstrate that we have public support. And, for example, the I. R. S. will not accept the idea that because we are used by the public that we, therefore, have public support. We have to go out and hump ourselves and get millions or hundreds of people to contribute to us -- five dollars apiece, ten dollars apiece, in order to demonstrate to the I. R. S. that we have broad public support.

It is a real headache, frankly.

THE CHAIRMAN: Mr. Towner, have you got a guess as to why it is that the private independent libraries have been left out of the legislation or why they have not been --

MR. TOWNER: I think we haven't hollered enough.

THE CHAIRMAN: What?

MR. TOWNER: I think we haven't hollered enough, Mr. Burkhardt.

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THE CHAIRMAN: You think it is an oversight?

MR. TOWNER: Yes, I don't think it is deliberate. I think that what the I. R. S. itself was -- well, excuse me, you asked about legislation?

THE CHAIRMAN: Yes.

MR. TOWNER: I think it was an oversight. I think that it is very easy to define an educational institution by saying that it has a four-year college program, that it has faculty in residence, students, and grants degrees. It is harder, I think, for the Congress, not being aware of the problem or concerned with the problem, to define an independent research library in such a way that it will not include, let us say, a law firm's library or a corporation's library, and that kind of thing, you see.

And this is why we have asked the Commission to make this study, rather than our doing it ourselves, because we feel that it would have the imprimatur of the Commission and would get the attention of Congress, whereas if sixteen or twenty of us bound ourselves together -- as we have -- and write our own report, this is a self serving document and would not get the attention that I think that Congress might give it.

THE CHAIRMAN: Mrs. Scott -- or Miss Scott; I am sorry.

MISS SCOTT: Oh, yes, you indicated that you would like the Comission to do something about designating the research libraries as national libraries?

MR. TOWNER: Yes, ma'am.

MISS SCOTT: This, of course, would require legislation?

MR. TOWNER: I don't think so.

MISS SCOTT: Oh, no?

MR. TOWNER: I don't mean "national" in the sense that they are federally supported.

MISS SCOTT: All right, that is what I wanted to hear about, this "national".

MR. TOWNER: I think that it would be the psychological effect of the Commission's taking on the responsibility, after a careful examination, of designating certain research libraries as national libraries, and you can put a sign up in the building that this has been designated by the National Library Commission as a national library, a national research library.

MISS SCOTT: Yes.

MR. TOWNER: It would help take one of the other burdens off, that we have in raising money, for our libraries, and that is that most foundations -- and most of them are in New York -- most foundations think of libraries, even research libraries like the Folger, for example, as primarily a local responsibility as far as fund raising is concerned --

not as a national responsibility.

And I think that we would like to -- that is why some are moving to a larger board of trustees, to include members away from home. Characteristically the local library has a local board.

But to demonstrate that we are a national library -- and I think that this distinguished Commission could help greatly simply by taking the step to decide that there are fifteen libraries that are used nationally, that have nationally important collections, that draw scholars not only from all over the country, but from all over the world, and these are national libraries.

MISS SCOTT: I guess that is one of the questions I have -- the national concept.

MR. TOWNER: I didn't mean federal.

MISS SCOTT: It means used.

MR. TOWNER: I didn't mean federal.

MISS SCOTT: Well, not only federal, but that you would also be open to others than your limited scholar situation, like the Folger, I know, is only open to the scholarly community.

The library community --

MR. TOWNER: Well, the Folger -- I shouldn't speak for Hardeson, but the Folger Library at the moment has in mind even a children's reading room.

MISS SCOTT: It is beginning to --

MR. TOWNER: We consider ourselves an advanced research library. We are open to anybody who really needs to use The Newberry -- and that is regardless.

MISS SCOTT: They can walk in off the street too?

MR. TOWNER: Yes.

THE CHAIRMAN: Mr. Becker.

MR. BECKER: Mr. Towner, were the legal disabilities removed and you were able to compete for funds the way you want to, what new services would you be able to provide to the public that you are unable to provide now?

MR. TOWNER: Well, one of the major responsibilities that we have now, for example, is to preserve our collections, and I think that this Commission is already aware of the desperate plight -- and I think that this is a crisis -- of most books that were printed between, let us say, 1830 and today, because of the nature of the paper that was used, the internal decaythat the acid is bringing about -- and this is a monumental task that faces these libraries.

So, in the first place, my first answer would be that if we were to get federal funds, we would continue to provide the service that we are now providing.

Secondly, it seems to me that most of us have run out of space and that, therefore, the numbers of readers that we can satisfactorily serve are limited, and if we were enabled under the Library Services Act -- I have forgotten the name of the Act; it is irrelevant to us because we can't qualify for it anyway -- we would, presumably, be able to get federal loans and federal grants to enlarge our facilities.

We are currently, for example, planning a stack building to protect our holdings, and that is going to be about $3,900,000 that we have to raise. If we could get federal help with that, we would be able to build that building and preserve our collection, and have more space in our present building to serve the general public.

But, for example, if I may elaborate further, we recognize our responsibility to the general public, and the National Endowment for the Humanities recognizes that we are recognizing that responsibility -- we are starting a program this fall, a National Center for the History, the Study of the History of the American Indian, and we will be bringing -- this is a $600,000 program and we will be bringing scholars from all over the country to bring themselves up to date on the latest developments in the history of the American Indian, to make them competent to teach the subject in high schools and colleges and universities throughout the country. And part of the program includes the desirability of first creating bibliographies on the subject at various levels -- tribal, high school, college and universities -- and finally making our vast resources -- we have some hundred thousand volumes on the history of the American Indians at The Newberry -- making our vast resources available on microfilm to any college or university that needs them.

So we recognize our national responsibilities, I think, and if we had the wherewithal, we could fulfill them better than we can now.

THE CHAIRMAN: Well, thank you.

MRS. MOORE: Could I ask one question?

THE CHAIRMAN: Yes.

MRS. MOORE: How do you recruit your people for this program of American Indian study?

MR. TOWNER: How do we recuit them?

MRS. MOORE: Yes, how do you get them in?

MR. TOWNER: This is just beginning now, but we have other programs.

We advertise our fellowship and grant-in-aid program nationally.

MRS. MOORE: Through colleges?

MR. TOWNER: Yes, through colleges and universities, high schools.

THE CHAIRMAN: Well, I am sorry we must move on, Mr. Towner.

MR. TOWNER: Thank you. Could I leave this for the record? (Passing papers to the Executive Director.)

THE CHAIRMAN: Leave any material that you like. I don't think you will have any trouble proving to us that you are a national resource. The problem is to get it through to other people.

Now we come to the public section, and I have the list here of people who have signed up. Is Mr. Michael Howlett here?

MR. HOWLETT: Yes.

THE CHAIRMAN: Mr. Howlett, will you take a seat?

Whereupon,

MICHAEL HOWLETT

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Please introduce yourself for the sake of our secretary. You are State Auditor of Illinois?

MR. HOWLETT: Auditor of Public Accounts of the State of Illinois -- Michael Howlett, H-o-w-l-e-t-t.

THE CHAIRMAN: Right.

MR. VELDE: An election year!

MR. HOWLETT: That's right, it is an election year, and I am running for Secretary of State, and I am glad you brought it up!

(Laughter and applause.)

In Illinois, unlike other States, the Secretary of State is the State Librarian. Most Illinois residents think of the Secretary of State's Office as an agency which issues their drivers' license, their license plates, and their title certificates for their automobiles. But he has broad authority over library development.

Under the Library Development Act of 1965, the State has been organized into eighteen library systems in which nearly all public libraries are associated and are directly linked with the resources of the State Library. Under the leadership of Alphonse Trezza as Director, the State of Illinois has one of the best library systems in the country.

But in Illinois -- as in other States -- there is more that State government can do to broaden library service. Our State government now grants money to the eighteen systems to support local libraries with books and with general reference services.

It should provide help for a third service -- to provide answers to citizens' questions about government.

The Illinois State Government spends a tremendous amount of money for informational service. But the State informational service assembles and distributes information initiated by the agencies. There is no central place where a citizen can call and find out what he wants to know about what his government is doing. State government in cooperation with local government should provide a central place.

An informational service should give people the information they want, rather than what the government wants them to have.

The natural place for anyone to go for information is to the nearest library. Librarians are respected in the community. Nobody is mad at them. When acres of buildings were burned to the ground on Chicago's West Side in the frustration and rioting after the Martin Luther King assassination, two branch libraries on the West Side were left without even so much as a broken window.

Another activity that should be developed is interstate library cooperation. In the areas of St. Louis, Missouri, and East St. Louis, Illinois, for instance, there should be exchange of library resources. We have this interstate cooperation to operate bridges for highway traffic. We should have interstate bridges for information.

The National Commission on Libraries and Information Science has taken some important steps to find out who is using libraries and why, and also why some people are not using libraries. The Commission might also examine the funding of libraries and consider new funding sources.

Libraries now rely mostly on property taxes with some help from state funds and a little less from federal funds. In the field of common school education, there is a movement away from reliance on the local property taxes and towards greater reliance on state and federal revenue sources. This should be further extended to libraries and information services. The work of the Commission should determine how this can be done.

The American people are seekers after the truth. The poorest among us will make sacrifices to buy televisions or radios or books. They may bring assurance that government cares about their questions and will help them to find the answers.

THE CHAIRMAN: Thank you, Mr. Howlett. You have touched on a number of things that I think -- you have heard some of the other testimony?

MR. HOWLETT: That's right.

THE CHAIRMAN: Things that the Commission is very interested in doing, and we are very glad to have your support on some of these matters that concern us.

Have any of the Commission members a question that they would like to ask Mr. Howlett?

MR. LERNER: I would like to ask Mike -- could you answer this question, how did it come about that in the State of Illinois the Secretary of State is the State Librarian and do you think this is a good idea, and should it continue?

(Laughter.)

MR. HOWLETT: Well, I don't know how it came about and that doesn't seem to me the logical place for the State Library to be, to tell the truth. And maybe we ought to give some consideration -- maybe it should be with the Superintendent of Public Instruction or some place.

MR. VELDE: No!

CHORUS OF VOICES: No!

(Laughter.)

MR. HOWLETT: Well, I guess we just blew the educators!

THE CHAIRMAN: Thank you very much, Mr. Howlett.

MR. HOWLETT: Say, Lerner, you are supposed to be helping me!

(Laughter.)

Nice to see you.

THE CHAIRMAN: All right, now Mr. Kucharski, is he here?

Mr. Kucharski, I don't want to seem inhospitable, but we have about ten people to do in the next hour and ten minutes, so I hope you will --

MR. KRONE. O. K., I will take less than four minutes.

THE CHAIRMAN: Well, take more than that. I don't mean to be that rough.

MR. KRONE: I don't want to take too much of your time.

First of all, my name is not Kucharski; it is Krone, and I am his representative. Unfortunately he is campaigning somewhere else today. I am representing Mr. Kucharski; my name is Krone -- K-r-o-n-e. I am representing Edmund Kucharski, Assistant Secretary of State of Illinois, who is Mr. Howlett's opponent.

They are both very good men. I am now fired!

(Laughter.)

Whereupon,

MR. KRONE

was called as a witness, and was examined and testified as follows:

MR. KRONE: First of all, on behalf of Mr. Kucharski, I would like to take special credit for one of the members of your Commission, Mr. Lerner, who was highly recommended by both Governor Ogilvie and Mr. Kucharski, and we don't know how the rest of you feel, but if you are as good as Mr. Lerner --

MR. LERNER: Better!

MR. KRONE: Then it is a super Commission!

(Laughter.)

If it is better than Mr. Lerner, it is a very super Commission!

Well, we are very proud of Lou Lerner because of his innovative and unique ways -- the Chicago Public Library, in many ways, you might say, was under-financed and not having the proper resources to do everything they wanted to do, was therefore cutting corners. And I think that Mr. Lerner has done a great deal in bringing a breath of fresh air to that institution -- including amnesty.

The question of amnesty for draft dodgers is very controversial, but the question of amnesty for people who have overdue library books was not as controversial -- at least, not among the citizens, and there was a tremendous return of books.

Now that is not the most crucial issue under your consideration, but the very idea that libraries and librarians have to be innovative and abreast of conditions and doing that which is practical as opposed to that which might be standard operating procedure for the past three or four hundred years -- something very essential if libraries are going to keep up with others, keep up in the intensive competition with other recreational and educational alternatives.

Mr. Kucharski is firmly pledged to:

One, strengthening the State Library System, and if necessary, putting it somewhere else, although we are aware that librarians do not want to see libraries treated as an adjunct of any other kind of activity, and perhaps the Secretary of State, not really being involved with it, is a better custodian because -- if one could use a historical precedent, he is more like a Medici -- he can provide money without too much supervision other than the professional supervision that comes from within the profession.

We are very concerned about making sure that the library system of Illinois covers a broad spectrum of knowledge and not just books and periodicals and printed words, but also cinema, and the visual arts, and audio materials, sound -- every kind of resource that is available to extend and broaden knowledge.

Mr. Kucharski is pledged to increasing the delivery system of this network of libraries that we have in Illinois and, obviously, it is going to take a lot of money. If you are going to mandate libraries to be information centers -- and we are not in favor of that, by the way -- but if you were going to mandate libraries to be information centers, you just can't say "Do it" -- it takes a tremendous amount of additional human resources and you have to fund it. It is wrong for the State to say "This is a responsibility" without giving you the funds to meet that responsibility.

Libraries, it was touched on by the last speaker, maybe should be thought of in the sense that education is not directly related to the real estate tax and local support.

We would go one step further:

We believe that the Constitutional decisions --

the Supreme Court decisions in Minnesota and Texas and California -- which essentially knocked down, not the property tax, but the concept that one district could have a better system than another district, will also apply to libraries. In other words, we say fundamentally that every citizen -- especially every child, but every citizen in this State -- has an equal right to access to information, and that does not depend upon the willingness of the local citizens or on the taxing ability of the local government to provide that service.

That should be a clear and fundamental right, especially in the twentieth century. If we can send a man to the moon, we should be able to provide our citizens with adequate information so that they can make vocational decisions, recreational decisions -- anything that he wants to know.

Now this is essentially what Mr. Kucharski is for. Obviously, we have made a lot of progress. Twenty years ago we wouldn't have gotten a politician anywhere near a library hearing, and despite some people's maybe concern about politicians getting involved, it is all to the good because that is where the money is. Any money that is going to be expended publicly is coming from a legislative body, and when you can get politicians to make commitments for libraries, that means that half the battle is won. And it doesn't have to be a partisan kind of politization, but a non-partisan, a bipartisan.

And we hope that the next time, in four years, if we are elected, that we will come back to the hearings and you will see that we have done a great deal, for instance, to perform the general commitments that we have made, including we are hopeful that somewhere in the State of Illinois there will be the kinds of libraries, possibly adjuncts to existing universities, or sites, such as Salem -- Salem, Illinois, which is the home of Abraham Lincoln -- there should be a library there. There should be something there that gives youngsters an opportunity not just to look at things, but also to study them.

These are the kinds of ideas that Mr. Kucharski is contemplating. We know that it takes money. We are not just talking about doing something; obviously there will have to be appropriations.

The Secretary of State is a powerful politician, by the context of his other responsibilities, and therefore his commitment is a real one. Thank you very much and it gives me great pleasure to be here.

THE CHAIRMAN: We have time for one question. Mr. Cuadra.

DR. CUADRA: I hate to ask this question in the middle of a political campaign. See if you can answer it without jeopardizing your candidate.

You mentioned an equal right to access to information. This implies to me something like, at least, a floor that is a minimum standard of access.

Is there any maximum? That is, if individual rich communities wanted to provide things to their clienteles that poorer communities could not, would you or would your candidate do anything about that?

What does "equal"mean?

MR. KRONE: Well, first of all, "equal access to information" means that, obviously, basic information, just like equal access to education means that there has to be an acceptable minimum that is supported by the State. Obviously, you are not going to put a clamp on.

First of all, you can't, because you wouldn't be able to prohibit the private institutions from beginning some kind of a program or establishing a facility that would supersede whatever the public agency was accomplishing.

But the State should also, possibly, at some level provide the best kind of center. You probably couldn't do it in every community, but certainly -- and we do have it now; the State Library in Springfield, in the Archives, and interestingly enough, the Secretary of State is also the State Archivist. And it is an interesting combination.

As a matter of fact, I would say that our use of archives in Illinois is terrible. And the reason that I say it is terrible is because we have hundreds of documents with Lincoln's signature -- obviously, before the typewriter, most of the legislators and the governors were writing everything by hand.

If these were prepared and displayed, if they were circulated through the state and put in the schools, there would be much more, a much larger interest in history. And so, therefore, you do have, in a sense, the best kind of possible -- at least, in the area of government, we say in the government itself, because it has all of the official documents -- it is really a question of presentation, but I am not talking about ceilings; I am talking about floors.

THE CHAIRMAN: O. K., thank you, Mr. Krone, very much indeed.

MR. KRONE: Thank you.

THE CHAIRMAN: We will move on then to Mr. White, the Librarian at the University of Illinois.

MR. WHITE: You were on the Advisory Commission. I am very happy!

Whereupon

LUCIEN WHITE

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Mr. White, your testimony reached us after we had set up the schedule, and therefore it is the only time we could put you in, but we do have your testimony and I want to assure you that it will be read and taken into very serious consideration by us.

Would you just state your name and identify yourself for our secretary?

MR. WHITE: I am Lucien White, University Librarian, University of Illinois, Urbana-Champaign. Do you want me to review the written testimony?

THE CHAIRMAN: Well, I think if you hit the highlights of it, yes, but we will get at it in an extensive way really.

MR. WHITE: Well, I would like to emphasize some of the points that I made in the written testimony.

I speak, of course, as a University Librarian interested in -- as far as the national problems are concerned -- interested primarily in the research problems. Although research nowadays is not only engaged in by graduate students and faculty -- but we find that many undergraduate students also are doing exercises and real productive work in the area of research.

I feel also that although my interest is in a research library and a university library that many of the problems that need to be solved and the methods of solving them relate also to the problems of other libraries, particularly public libraries and, to some extent, school libraries and, to a great extent, special libraries.

I think, to put the situation in perspective, the real problem that research libraries face today is the increasing gap in the amount of materials available and their ability to provide physical and bibliographic access to these materials. And I think that this gap is widening.

As a consequence, I was greatly impressed by one of the recommendations of the Airlie House Conference in 1970 with regard to networking, because to me it seemed that the solution to many of these problems lies in adequate engagement of our national resources in this area in the field of networking. One of the Conference recommendations in 1970 was the following -- and these recommendations were addressed to the National Commission, and I know that you are familiar with them, but I would like to say about this particular one, of about twenty, I think, that were made:

> "That the National Commission assure the financial support required for network programs by developing legislative proposals at the federal and state levels, generating a base of understanding within the library and information science professions, and providing a broad base of public understanding of the need for a national network of libraries and information centers."

Now I believe this is the most significant recommendation that the Commission made. I have forgotten the place it was given. I don't think it was number one or the last, but to me this seemed to be the most important. And I think that probably I was attracted by this recommendation on the basis of my own experience in the State of Illinois where, on a smaller scale, as Mr. Howlett was explaining, there is a network of eighteen library systems, backed up by four research and reference centers, which form the service of a kind of a peak to the pyramid and provide a service that cannot be provided by the eighteen systems.

So it occurred to me that what the Airlie House Conference recommendation here was saying was that it might be advisable for all states to have some kind of a similar system, and that the same system could be expanded on a national level, and this seemed to me, on the basis of the experience that we have had in the State of Illinois, a reasonable conclusion that one might draw at the national level.

I think, also, that our experience in Illinois shows that you cannot expect to do this on a cooperative basis. If we rely on cooperation, I think that the results will be slow and uncertain, and we may have reached about as far as we can go with the boundaries of cooperation.

I think that what is needed is legislative support and the appropriations that will make it possible to implement the legislation.

THE CHAIRMAN: You mean -- by you have gone as far as you can with voluntary cooperation, you mean from your own resources? You think more cooperation is possible if you had outside money?

MR. WHITE: Correct.

What I feel is needed, and what I feel that the Airlie House Conference was recommending was a system of regional networks. Now this may be reading something into their recommendation.

But at any rate it seems to me that in order to meet the problems that we have, or that we think we have, between the accessability of information and the production of information, that what they need is a number of regional libraries in the United States which would have -- perhaps some would have general responsibilities and others special responsibilities. I am talking about libraries of different kinds because it seems to me that the approach would be not to set up new libraries but to build on the libraries that exist, to take the areas of experience where they are and add to them.

And I think that this has a political advantage too. Our two previous speakers were politicians, and I think that we all realize that we are working in a political arena, and that there is an advantage to spreading among a number of libraries or agencies certain political benefits, certain monetary benefits in the form of payments or support, and I think that this will -- we have to generate the political support that is needed for a program, and I think that if you will think about this prospect, you will join in the program.

I think also that the resource materials should be spread out as broadly as possible within the region. One might suppose that one might argue that we should have at the Library of Congress, for example, all materials that are available in the world and stored in the Library of Congress, and that this should be the final source.

I wouldn't support that, largely for reasons of national defense. I think that it would be unwise. I think that it would be unwise, to have two or three centers where we would have very significant materials in single copies stored.

So I would argue that what we need is a regional system, fairly widespread within the region, among different types of libraries with different specialties where they exist.

Now to support this kind of a system, I think that there is one thing that is absolutely essential, and that is that the Library of Congress must be mandated to become a true National Library, that legislation be passed so that it can exercise the influence that the Library of Congress should exercise as The National Library.

This would provide to the networks the bibliographic and other support that is required. It would provide to the networks the access to materials that is supplied because I think if it operated as a true National Library, it would not only get books for itself, it should procure them for the libraries that are in the network and act as an agent for these libraries in distributing the books to the network, to the system, libraries in the network.

THE CHAIRMAN: Mr. White, if you want to leave a little time for a question or two, then I suggest that you come to a conclusion now.

MR. WHITE: I think that does conclude, basically, what I wanted to say, and I would welcome questions.

I would like to add two or three items, if I may, before the questioning begins, that are not directly related to what I was saying before:

I was talking a while ago about the problems of access, and I want to point out what the Commission has probably heard already, that the problems of access and the burdens of financing access very often fall on the large libraries.

The University of Illinois at Urbana does have one of those large libraries. As a result we are asked to lend to other libraries many more times the times, many more times the items that we borrow. Some libraries estimate that it costs them a hundred to two hundred thousand dollars a year to cooperate.

I point this out because I said a while ago that cooperation -- we have about reached the end of the road on voluntary cooperation. There must be some other kind of support, if we are going to get the cooperation that is required, and I think that the networking, with proper financing, is the answer.

THE CHAIRMAN: Has anyone a question to put to Mr. White?

Carlos.

DR. CUADRA: How many such regional libraries, Mr. White, would you envision having?

MR. WHITE: I wouldn't make any effort to make a statement about the number of regional libraries, but I would say that if we had a real Library of Congress that was a National Library that one of the charges, one of the first charges of the Library of Congress would be that they try to designate what this network would be in the United States. I think that this would require a lot of effort.

I am not sure that this should be done on a geographical basis, although that would certainly be a factor. Where the libraries are now would certainly be a factor. But I wouldn't make any effort to tell you the number but I think that the principle is important.

THE CHAIRMAN: Well, thank you, Mr. White and should we -- all right.

Miss Scott.

MISS SCOTT: Mr. White, you talk about the regional libraries, but would you support the idea of a National Library of Science and Technology? This was another concept. Would you like to comment on that?

MR. WHITE: Yes, I would be glad to comment on that, and we have a National Library of Medicine.

MISS SCOTT: Yes, and an Agricultural, too.

MR. WHITE: And Agriculture, and I think that these are all appropriate.

But I also know that there is a big movement on by the people in the agricultural field to establish a network of agricultural libraries.

I think that we need networks regardless of whether we have a National Library of Science and Technology or not -- we still need the networks. And in fact, I think that people in these areas are working on these things, but they are fumbling; they do not know how to proceed, because they have no national guidance really.

And I think that this is the responsibility of the Congress to set up a system, either through The National Library or through the other existing national libraries -- through the Library of Congress or the other existing national libraries -- to provide real leadership in this area. And I think that this Commission could do the country a real service if they could promote such legislation, and I believe that the country is ready for it. I think that you can get the political support.

THE CHAIRMAN: Thank you very much, sir.

Now I should announce to the members of the Commission that we are going to be in continuous session, but there is some food, there are some sandwiches --

MRS. RESZETAR: And beverages.

THE CHAIRMAN: To be had in the next room, and I suggest that perhaps two of you go at a time and get yourself some food. You are not allowed to bring it in here. And meanwhile we will go on.

Mr. Bjorklund.

Whereupon

RICHARD BJORKLUND

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Would you state your name and identify yourself for our record, please?

MR. BJORKLUND: My name is Richard Bjorklund; I am a free lance writer and the director of a local historical association in Chicago.

But as the director of that historical association, I thought I might bring to this Commission a suggestion that as part of your effort, I think that it would be appropriate for the Commission to do what it can to encourage the use of library facilities as gathering points for matters of local history.

We in Chicago have or are fortunate to have the Chicago Historical Society, which operates voluntarily and independently of the library system. But that library at the Chicago Historical Society is dedicated chiefly to the major aspects of the history of the city. It does very little for the Chicago communities, and similarly many of our suburban libraries -- like the outlying libraries of Chicago -- have done very little to collect materials on local history.

Our small historical association -- Lakeview Historical Association -- is located in a Chicago public library building, and has had, over the past thirty years, some success in gathering material on the local history, and it is not going to be able to continue to provide the support of services and the collections and the updating of some current sources.

I would suggest that for Chicago we have little libraries and the expertise and the facilities, and we have the historical materials, and these facilities and this expertise ought to be put to use.

I have done a great deal of business writing, and in doing that I find that everyone is so busy making money, that they pay very little attention to the preservation of the history and the records that ought to be kept, and that can be corrected, to some extent, by hiring a professional archivist to give the company direction. But there is a great opportunity here for the library system to become active also in giving some guidance to our businesses in what they ought to retain.

So I don't know in the Commission's charge just what it might be that you could do, but the objective of helping the local libraries to do their part in preserving local history would be a great contribution that the Commission might make.

And that ought to also extend to giving some help to medium and small sized businesses.

Thank you very much.

THE CHAIRMAN: Would the State Library Agency be able to organize that?

MR. BJORKLUND: Possibly. But the State Library -- the only situation, of course, that I know is Illinois and, well, principally, the Illinois Historical Library came to us and has asked us to share with them some of our local material, some of the pieces of local material, so that it will be available at a central place.

But actually the Illinois Historical Library in Springfield seems very remote to the local community. It is not -- it is sort of a centralizing facility we are having. A disbursing facility there -- and it doesn't reach out to the state, as indeed well it might. And I don't know if this, well, I am not talking about things like the National Science and Technology Library and so forth, but I am talking about a very local kind of thing.

THE CHAIRMAN: Probably at the county level.

MR. BJORKLUND: The county, the city, or even small rural suburban communities.

The problem, you see, is that there are many -- there are many local historical associations such as ours, but the problem is with the money, you see, and so the efforts of these associations are wholly voluntary, and they need the support of the libraries, which just sort of naturally fit in.

THE CHAIRMAN: Bud.

MR. VELDE: Are you gathering materials in addition to books, you know, other things? Such as rifles?

MR. BJORKLUND: Well, we have things like old drawings.

And, of course, we were placed in a rather small room in this library, and we have found that it gets to be a particular burden both on space and on the librarian's time to handle artifacts, as I would put it. Our library is not a museum library. It is really pretty much confined to newspaper clippings, monographs on local history, and we have quite a good picture collection -- in fact, our picture collection was recently drawn upon for forty or fifty important pictures.

MR. VELDE: I think that the danger is, when you get to be a museum --

MR. BJORKLUND: Yes.

MR. VELDE: Libraries have great difficulty.

MR. BJORKLUND: I grant that. The possibility, I think, now of going into things like auto history -- I think that is indicated.

We this year sponsored, in cooperation with the library, for our high school students to use our facilities, our library facilities, to develop their own papers on local history. Now the papers we have gathered, but we also have art projects but the art is burdensome.

I think that there is a great deal that we could do.

Yes?

MISS SCOTT: Speaking of local history, to handle this, do you actually allow users or let the public get into these?

MR. BJORKLUND: Well, it could be. The local history -- they could come in, in many ways. We encourage some young people, if they wish.

On the other hand, if this is a copy -- when you get into museum type things, you have a problem.

THE CHAIRMAN: Mr. Bjorklund, I am sorry, I think that we must move on. We are running about an hour behind schedule now.

MR. LERNER: Well, Mr. Bjorklund, if I could have one quick question?

THE CHAIRMAN: Yes.

MR. LERNER: Based on your extensive experience with business, we haven't had any business people here, and I gather that one of the great services that business might have, Mr. Bjorklund, is that he feels that within library cooperation, private libraries and special libraries that belong to businesses as such, that he feels that they have a responsibility to share their information with the broader community.

MR. BJORKLUND: Yes, I think that they do have that responsibility.

On the other hand, I, from my own corporate experience, we have in our company perhaps one of the most extensive libraries in the advertising market field.

Now the problem with businesses is a library of that size -- well, it spelled overhead; that is, if it is used to furnish that for the research of the staff people, but the collections that are asked -- and sometimes I would reckon that within a single day several hundred calls came in to that library asking for assistance, particularly advertising market information.

Now I don't know exactly how to approach this, but the point is that the burden for the company tends to grow sort of exponentially. That is, it has been a whole information explosion. Two decades ago the number of inquiries in that library would be a fraction of what they are today. Now the problem is, if you engage the time of a broad number of people, and there is no offsetting income to it.

Now one thing, of course, is that the Special Libraries Association in Chicago -- and there is already a degree of cooperation here and, I know, all over the country. But the problem to industry is as I described. As the demand for this information has grown, there has been no compensating increase in revenues to accompany it. It comes as an expense. And I think that you make a point though that they have a responsibility to do this, but their ability to meet that responsibility is kind of far from us.

THE CHAIRMAN: Thank you very much, Mr. Bjorklund.

I would now call on Mr. Paul -- I can't make out the writing -- is it S-e-w-a-n? Sewan?

MR. SEMAN: Right.

THE CHAIRMAN: Sewan.

Whereupon

PAUL SEMAN

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Please identify yourself for the record.

MR. SEMAN: Mr. Paul Seman, 1712 Sheridan Avenue, Whiting, Indiana.

THE CHAIRMAN: So it is S-e-m-a-n?

MR. SEMAN: That is correct, sir.

THE CHAIRMAN: Yes.

MR. SEMAN: I represent the Whiting Citizens' Organization for the Development of Educational Standards and the Whiting Taxpayers Union.

I appreciate this opportunity to give you "grass roots" comments and suggestions.

Increasingly the public, through a deep and persistent type of citizen involvement, is taking matters into its own hands with regard to improvement in the form of many areas of their government and its services. With the lack of a proper and complete fulfillment of the elected and delegated officials in our society, the private citizen often finds a direct and intimate involvement in action on the part of organized citizens provides the most effective way to solve many problems of their communities

The libraries can and should continually provide their patrons with a reasonable amount of pertinent and current materials and records of local government units to aid them and members of the news media in their efforts to improve their local community.

The libraries should contain:

A fairly comprehensive local history file.

State and local governmental agencies' formal reports and surveys.

Details of proposed tax budgets of all local taxing bodies.

The approved minutes of various governmental bodies

Tax assessment listings of major elements of the local tax base.

The libraries should consider that they broadcast and tape record locally with low-power transmitters of their own the various governmental and regulatory agency bodies at public meetings, or they should cooperate extensively with school transmitters at the local level to carry out that function.

Libraries should practice the encouragement of the contribution by the public of reports, surveys, and newsletters researched and produced by active, knowledgeable, concerned citizens and their organizations.

Also, libraries should provide copies of local so called "underground newspapers", if there is evidence that they could be of a constructive nature and beneficial to the local community.

I would like to give you some brief case histories of why some of these proposals that I have suggested are important:

The Whiting Sanitary Board had this report prepared by an engineering firm. They thought that the public would not become aware of it and fortunately they did. When the public became aware of this report, and studied it, they found that in the report the officials lied repeatedly to the deficiency and to other officials:

They claimed schools that did not exist as their own.

Theyclaimed industry that belonged to other cities.

They claimed parks that did not exist.

They claimed swimming pools that did not exist.

They claimed false tax rates for the community.

They proposed an organizational setup for the school system for thirty thousand people when we have but seven thousand people.

The volume is replete with serious omissions and contradictions. Now if this volume had been presented to the library on a routine basis, we -- as the members of the public who are concerned -- would have seen this much sooner and been able to take more appropriate action and more quickly. But that was not the case. It was due to our private citizens that we obtained this copyand again if it were on a routine basis that would not be necessary.

This report told us, for example, that we have our sewage retention basin on the lake front just a few miles from this shore. That, of course, is undesirable. They tried to hush this.

And the library could have been helpful, if it had had this in its files for the public. And I am quite sure that if the officials concerned were aware of the fact that this would likely be in the library, they would have had second considerations about their activities.

Another good example is the school statistical report put by the Farm Bureau. This report indicates that our community, that it is the worst in the entire state in many categories.

For example, it has twice the state and federal average of cost per pupil per year for all areas of construction, maintenance, et cetera. The general fund cost is twice the state average.

Well, again, this report was not at the library. The citizens dug it up, so to speak, and they presented the local library with a copy of it, as well as other reports, so that the public could become aware of what is going on in the community, so that they could take the proper action.

THE CHAIRMAN: Did you say you have a report with reference to medical? Medical care?

MR. SEMAN: This particular one, sir, concerns the school statistical report.

THE CHAIRMAN: All right.

MR. SEMAN: And it indicates, for example, in their highlight page that Whiting is listed in six categories that they are the highest in the state for cost per pupil for administrative costs, et cetera. Also the general total costs were twice the state average.

It indicates that we had the lowest cost per student in state aid and federal aid -- and many other pertinent and important statistics.

We appreciate the fact that this was by the Farm Bureau -- at no cost, I might say, to the public. And it is something that we feel should be in all public libraries, particularly in Indiana.

Another very good example of something that should have been in the library and was not -- and we presented it to the library -- is the alternative for managing waste water by the Corps of Engineers, the program concerning this region. Now we were fortunate in being in attendance at the Gary meeting and the Richmond meeting, and after being placed on their mailing list, we received much important literature and information.

And we found at our attendance at the second meeting at the high school in Hammond recently, when we had 1,500 in attendance as opposed to seventy-five at the first meeting, that the twelve hundred farmers from the area in Illinois and Indidna that were against the plan, they were not aware of the plan, and they were very persistent in their complaints of the fact that it was not publicized, that they were not aware of it, and that they would have approached the problem more quickly had they been aware of it.

They mentioned what I am going to now -- the fact that the libraries had none of this information and it would seem that the libraries should have been provided with information such as this in advance of public meetings, so that the public could participate intelligently and effectively in them.

THE CHAIRMAN: Don't the newspapers cover this area?

MR. SEMAN: Sure, I imagine it does, down in the Corps of Engineers. My experience with them has been excellent.

The papers did cover, days in advance of the meeting, the fact that the meeting would take place, and they indicated, to some extent, what would take place at that meeting. But evidently those in Central and Southern Indiana were not aware of the publicity campaign by the Corps of Engineers. I spoke to several reporters and they vehemently complained about the fact that they were not notified.

MR. STEVENS: Mr. Seman.

MR. SEMAN: Yes, sir.

MR. STEVENS: Are you inferring by the general nature of the comments that you are making that libraries are lacking in their ability to get these reports and publicize them in time to be useful?

MR. SEMAN: Absolutely, sir.

Now I speak specifically of the Whiting library, because that is the one that I am most familiar with, and also the Hammond library, with which I am in some sense familiar. But it is a very disheartening experience for citizens who try to involve themselves directly and effectively to improve their communities.

I am sure you are aware of the fact that there is much scandal now in the region, one man committing suicide and many being indicted, et cetera, in the area I am speaking of. And we as citizens are aware that there is much corruption there and we have taken it upon ourselves to try to eliminate this corruption, but to do so we must have much factual information and statistics, and this, we feel, should be one of the responsibilities of the successful, truly relevant public library system.

MR. STEVENS: Yes.

MR. SEMAN: I won't bore you with other examples, but I have many others before me that indicate that we as citizens --if we had these reports, we would have been active in these areas long before now.

We would like to state that we have presented our local library with the copies as we have received them. We have asked that the librarian take it upon herself to contact various agencies and, as an automatic feature of the library system, have books and booklets and reports such as these given to the public.

I would like to point out to you why it is so important to have minutes of meetings and broadcast the meetings, et cetera, for the citizenry, by the library. And I as a citizen, speaking for hundreds of members of my organization, will testify that we are willing to pay to the library system for such services as broadcasts of public meetings, et cetera, for this reason:

When we as citizens began to investigate our community for corruption, waste and inefficiency, patronage and nepotism, et cetera, we found that the officials were suddenly ruffled. In fact, they suddenly became violent. On numerous occasions I had officials at my throat at meetings. They banned the use of tape recorders and the like before Public Works meetings. They attempted to ban those recorders at City Council meetings, for example, and at Planning Commission meetings.

They banned the tape recorders successfully at the Sanitary Board meetings because of the scandal involved there.

Finally, when we simply asked questions and received answers and did not tape record because of the ruling, they banned the question and answer periods.

Then, in addition, they changed the meeting date times from evening hours to twelve o'clock noon, for example. After sixty years of the meetings taking place at the evening hour of six, they transferred it to twelve noon.

Now I am giving you some of these details to show you what private citizens are up against when they try to help their communities, and how corrupt officials try to thwart their efforts.

And the library system in this country is in a position to provide services for the citizenry by broadcasting these meetings, by having in the library copies of minutes, copies of reports, et cetera.

I attempted to find out at City Hall yesterday how much the mayor makes and what his capacities are as an official for the city. The clerk refused to give me that information. She said I would have to be placed on the agenda and meet with the mayor, and then if he gave me the O. K., she would tell me what he makes and what his jobs are. Such is the extent of the corruption and the secrecy in some com-

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munities.

MR. LERNER: Mr. Seman, what you are really saying here is that you feel that libraries and information people have a much greater role to play in their own social responsibility to their communities? Is that the major point that you are making here?

MR. SEMAN: Now this is very true.

Now we have --

MR. LERNER: Let me ask you something before you go on.

MR. SEMAN: Yes, sir; yes, sir.

MR. LERNER: We just have a few minutes here.

Is there no law, are there no laws which require that the local library be a repository of certain documents from the city and other municipal districts within that area?

MR. SEMAN: Sir, my understanding is that Indiana has recently passed a law which will soon go into effect, which will require that the State Library, at least, have the option to study all important records of both the communities and the state before they are destroyed. I am aware of that particular law, but none other.

MR. LERNER: I see. Thank you.

MR. SEMAN: Also, I think --

THE CHAIRMAN: Could you just finish up in a minute or two?

MR. SEMAN: Yes, I will.

Also, it is very important that you note that there are no officials here from the library and its attendant region of my home town and the neighboring towns. It takes the citizens to become involved and to make statements and to ask questions as to what is going on -- they are not here.

Also, I would appreciate that libraries, for the most part, be open Sundays because of the fact that many citizens are shift workers and have odd days off, et cetera, and they must use the library facilities, especially if they have these that I speak of, on Sundays as well as the other times.

I would appreciate that this Commission seek legislation that would enable libraries to help defeat the undesirable elements of secrecy in government and its important activities.

Thank you, gentlemen. I appreciate your attention.

THE CHAIRMAN: Thank you very much, Mr. Seman. Next on the list we have got Mr. Arnold -- is it Edmund or Edward?

Did you have a question?

FROM THE FLOOR: Could I make a comment or an observation as an auditor before you continue?

THE CHAIRMAN: Yes.

FROM THE FLOOR: Mr. Seman, I think, is an excellent example of presenting to us what Mr. Wedgeworth was getting at this morning about what he called social indicators. Mr. Seman and his group had to bring that material to the library, and I think again that what Mr. Wedgeworth was after was to have the library be the initiator and help the people get hold quickly in order to do their kind of work.

MR. SEMAN: Thank you.

THE CHAIRMAN: Now I think --

FROM THE FLOOR: I compliment you on your presentation.

THE CHAIRMAN: I think Mr. Arnold is next. Right?

Whereupon

EDMUND ARNOLD

was called as a witness, and was examined and testified as follows:

MR. ARNOLD: You want my name?

THE CHAIRMAN: Yes.

MR. ARNOLD: I am Edmund Arnold. I am the Director of Library Services at Cornell College, Mt. Vernon, Iowa.

THE CHAIRMAN: Yes, we have it, Mr. Arnold. We didn't have time to distribute it to the Commission members because it came in too late.

Well, in any case, we have it and if you would like to summarize your recommendations, then we can ask you some questions about it.

MR. ARNOLD: If I might, please.

THE CHAIRMAN: Please proceed.

MR. ARNOLD: I would not like to go deeper into a large portion of what I did say. A large portion of what I wrote dealt with a particular example, rather than with specific problems relating to college libraries, although this is my immediate concern at this time.

As I have indicated, I am a director of a small college library and we, I think, are particularly hard hit at this time with the financial pinch that has come up all over the country, and we are seeking very hard to find ways in which we can keep our services alive as they should be. However, there is a broader concern to which I addressed myself, and that is library resources which we have in this country here which are not properly or effectively utilized. And by this I mean that resources such as the collections at Cornell College.

It so happens that we are freely open to the local community. It so happens that we participate actively in the Iowa Library Teletype Exchange. We are members of a cooperative venture through the Associated Colleges of the Midwest.

I think that perhaps what I am more concerned with is that we begin asking the right questions, as far as research is concerned, and these are such things as "Who are the users?" which seems like a very basic question, but:

Why do they need to use libraries?

For what purpose do they need to use libraries?

Does everybody need to use libraries?

And I suspect that once we have answers to a few of these questions and get at some of the social indicators that have been mentioned before, that we can begin to identify where library facilities may be located, we can begin to identify what is an optimum size for any given facility, whether we are talking about a local one or whether we are talking about perhaps a larger local center, going on to the regional centers which have been spoken of, and then on to the national and ultimately international cooperation.

It seems to me that we need to find out, in addition, what are the factors of time and distance affecting people's use of libraries?

And one other factor has occurred to me, which I have spoken to in my paper, and that is the library structure as it is now in many instances attempts to stratify its clientele.

That is to say, we speak of children's library services, or we speak of public library services, as distinct from college library services, and so on. And to a great extent this is the way we have developed.

However, it seems to me that when a user comes to a library, he doesn't care whether it is a public library, a school library, or whatever. All he cares about is, "Did I get what I wanted?" And this, I think, is the fundamental point.

If we address ourselves to the needs of the users, to the factors of time and distance, and tend -- in so far as possible -- to encourage the crossing of, if not the obliteration of, the distinction between types of libraries, I do believe that we will be on our way towards the effective utilization of our resources.

MR. STEVENS: May I ask?

THE CHAIRMAN: Yes, Chuck.

MR. STEVENS: The point that you make regarding the user being satisfied when he goes into a particular library is one that I would like you to pursue on the basis of its economics.

We go into a department store and expect that department store to provide what we want at any time, but we are willing to pay for it. Do you think that the National Commission should be thinking about cross channel libraries of the kind that you are speaking of that are federally, state, or tripartite funded? Or that the user should pay the bill as he enters?

Should, for example, the community user near Cornell

College pay a part of the cost every time he enters the library for the use of that facility, because he happens to be near, because it happens to be a service he wants, and because it happens to have the material that he needs at a particular time?

MR. ARNOLD: I would say that -- if I may answer it this way -- that the local citizen who needs access to library resources has perhaps freer access to the Cornell College Library than they do to many others in the area. Unfortunately for us, they have not been paying for it, and we have not seen fit to cut them off from it.

The question, I think, is where does the need lie? And what are the means of supporting that need?

We have spoken of education, of school libraries and so on. I think that we need to answer the question of what do we mean by "education"? If we mean by this term that we are involved in a continuing process of finding out about ourselves and our environment and keeping informed as citizens and expanding our ability to handle complex information, then I think that we have come up with something which is de-institutionalized. It is not necessary that you have education take place in the classroom, either in the elementary school or the college. This is something that goes on out there all the time.

Now we do need to make facilities available to people. In some areas we have college libraries and no public libraries. In other areas we have college libraries that are -- well, they are there, perhaps, in name, but the -- excuse me, the public library provides much better resources, and yet in each case there are frequently the kinds of barriers to the full utilization of the public library by the students or, on the converse, of the college library or the school library by the local public.

And I don't think that it is a question -- I would suggest, perhaps, that what we need to do is to encourage or to push legislation which will encourage the private college, university -- in fact, all of the academic, all other libraries, to think "people" first and to think about how they can unite to serve the people.

MR. LERNER: What people? Their own people or the whole community's people?

MR. ARNOLD: Well, this comes down to a question of the definition of the community. It would be possible, say, for Cornell College to restrict its definition of "community" to the limits of the campus.

MR. LERNER: Right.

MR. ARNOLD: Or to those who are actually enrolled in courses.

It is possible and, in fact, it is frequently done and most warranted, most normal, as a matter of fact, for a public library to have a certain political boundary. It is typical of a school library to have, say, the bounds of its particular clientele or of the school district to have those kinds of political boundaries.

MR. LERNER: Well, would you call for a disbanding of some of those boundaries, to cut some of those?

MR. ARNOLD: Yes, I would.

COLONEL AINES: Going back to a theme that you expressed a moment ago about social indicators, and identification of needs, in your own experience, in your own work, have any of your students made such assessments as part of their school work?

Is it possible to determine on the basis of an individual community, without having elaborate outside study, something akin to a market study, in terms of the immediate clientele and potential clientele? And really, what I am getting at is how much self help should there be within communities on that type of a study?

MR. ARNOLD: Oh, I think there could be a fair amount of self help. There is no reason why students within our economics department or sociology department could not cooperate in terms of producing the necessary local statistics, local data, that would enable us to formulate a good service policy.

Part of our difficulty, I think, would be implementing that policy with the funds at our disposal, and here, I think, is where we would need some help.

COLONEL AINES: I think you would start a new trend over here with that.

(At this point, Dr. Burkhardt left the Chair, and Mrs. Moore assumed the Chair.)

MRS. MOORE: Are there any other questions?

MR. ARNOLD: Thank you.

MRS. MOORE: Well, thank you very much for coming and testifying, and particularly your willingness to share your ideas with us.

Next is Mr. Dan Martin.

Whereupon

DAN MARTIN

was called as a witness, and was examined and testified as follows:

MRS. MOORE: Mr. Martin, for the benefit of the secretary, would you give your name?

MR. MARTIN: My name is Dan Martin. I am President of the Associated Colleges of the Midwest. Just for your information, the Associated Colleges of the Midwest is a consortium of liberal arts colleges located in five States: Illinois, Iowa, Wisconsin, Minnesota, and Colorado.

Now what I have to say has a bearing on three of the subjects that I take to be within the Commission's terms of reference:

One is the national lending library.

Second, copyright legislation.

And finally, support for innovative library operations.

In 1968 the Associated Colleges of the Midwest created a central periodical library, which we called the periodical bank. The ten original members of the bank each contributed fifty thousand dollars to the creation of a central collection of periodicals and each have paid substantial annual assessments for its operation in the intervening years.

We also have received assistance from the Office of Education and from the National Science Foundation.

During the past year we have opened this service to other libraries -- both academic and public -- and we are now serving twenty libraries, including one of the regional library systems, in Illinois.

Now the original purpose of the periodical bank was to increase access of both faculty members and students at our colleges to the exploding wealth of periodical literature. In the process of creating and operating this facility for that purpose we have learned a number of things we think are important, some of which we didn't exactly anticipate:

One fundamental principle of our operation at the outset that has been reinforced by over three years of experience has been that speed of access to periodical literature is extremely important.

For this reason we have teletype communication with our members and they submit their orders for photocopies by teletype and we return to them by first class mail copies of the requested articles within twenty-four hours of the order's receipt.

Now we feel that this increases the effective access of our member libraries and of their users to the resources which are concentrated in major libraries. Our experience shows that this service fills an authentic and a large need, and a need that is probably not expressed in the absence of the user's capacity to get at this. So that you know if it is going to be troublesome and slow to obtain a copy of a periodical article through traditional means, this certainly presents or raises a very high threshold before the user.

So this restricts demand.

We feel that there is a large demand that has been expressed as a result of the ease of access that users in college libraries, such as Mr. Arnold's, have that cannot be -- that is impeded or is not felt without the availability of this kind of service.

But now remember that we are serving mostly small college libraries. In the year recently completed, serving ten small college libraries, we filled over --

MRS. MOORE: Could I ask you a question at this point, sir?

MR. MARTIN: Yes.

MRS. MOORE: "Small" depends on what part of the country you are from.

MR. MARTIN: Yes.

MRS. MOORE: So would you identify what you mean?

MR. MARTIN: The range, the standard range of normal at the twelve colleges that are members of the Associated Colleges of the Midwest is around twelve to thirteen hundred students -- all undergraduates. There are one or two that are larger and a few that are smaller than that.

But we filled over 17,000 requests from users -- the students and faculty members -- in those ten small college libraries in the year recently completed. This use pattern has demonstrated -- as a number of other studies have shown -- that there is a relatively heavy use of a small number of titles and a relatively small use of a very much larger number of periodical titles. In this period recently completed, about 300 titles held in our central bank accounted for eighty per cent of the requests to be filled. And all of our requests -- the 17,000 requests from the titles in our holdings -- were filled by the use of slightly more than 900 titles.

Now a second basic principle of our operation is that the interlibrary loan capacity of this service should be available to every user of the library, so that we eliminate the hierarchy of access which denies access to rich materials in larger libraries and academic centers to undergraduates -- a very typical means of winnowing access. We think that is inappropriate.

Particularly as undergraduate education turns more to independent studies -- independent research projects -- access to a wide variety of periodical literature is increasingly essential.

A third principle that we rely on is that better management of academic libraries is possible as a result of this service. Fundamentally, we think that the periodical bank makes a large expansion of the resources of small libraries possible at a minimal cost.

It also can serve to reduce the tremendous burden of obtaining back files of periodicals in new -- newly developing -- college libraries. Community colleges in particular are burdened with this need as they set up libraries in an institution that was not there before, to purchase back files of all of the periodicals available, and for which there might be a demand. It is just an unnecessary expense.

And finally, we think that by a small library being able to say "Come in and let us just see if we can't get anything you want" that the use of the resources that the library has on the scene in Mt. Vernon, Iowa, or Northfield, Minnesota, or wherever it happens to be, will be increased because you can get -- you certainly do reduce the attitude that can and does exist in many colleges and universities that "There is really very little purpose in going to the library because they probably don't have what I want."

And we hope that we can get people across the threshold of libraries that might not go there otherwise -- and this is faculty members as well as students -- to go there and ask for it and talk to the librarian and perhaps find out that what they are looking for is right there at home to start with; they don't need to go to a service like ours.

Now out of our experience, we have also found that many of the titles that were requested were for periodicals which were listed in the catalogues of member libraries. And this was a surprise.

The basic idea was to expand, strictly to expand what was available. But what we found was that here was a new way of increasing access because very often periodical back files were incomplete, there were gaps in holdings, in back files. Copies would be in circulation. They would be at the bindery or they might have been misshelved or an article ripped out.

This way a service of this kind can increase access to periodical titles which are listed in the college catalogue.

Now out of our experience we have developed a program that we think has relevance to the problem involved in the proper creation of a national lending library or, perhaps, more practically, regional lending libraries. We are concentrating in our central collection on the acquisition of titles for which there is a heavy demand. This collection is dedicated to the production of photocopies exclusively. Consequently it has been possible to develop an extremely efficient method of operation that fills almost 100 per cent of the requests for photocopies from this collection within twenty-four hours.

MRS. MOORE: How large a staff do you have?

MR. MARTIN: WE have one director and three clerks, and we think that there is an unfilled capacity there too, both in our machines and our staff, even though they filled 17,000 requests last year.

We think they can do more.

MR. STEVENS: Excuse me. I am concerned about the amount of time that you are going to have for your testimony, and I am eager for you to touch on copyright before it gets away.

MR. MARTIN: Oh, am I? I think that I have about three minutes.

MR. STEVENS: Copyright, to that question that you have been hitting, is just crucial.

MRS. MOORE: Yes, very crucial.

MR. MARTIN: Yes. Well, I think I will be able to wrap that up.

For requests for photocopies of less heavily used titles, we developed cooperative arrangements with major research libraries in the Chicago area, by which requests are filled by our staff from their collections. We send a courier. We don't use any of their staff. And the courier makes copies in the major research libraries.

The libraries involved so far are The Newberry, the John Crerar Library, the University of Illinois, Chicago Circle, the University of Chicago Library, and the Northwestern University Library. And this is an important form of cooperation, we think, among libraries of different types.

Because we do not yet have a union list of titles in these libraries, we do not yet know for sure how many titles are represented in their holdings, but we know that they run several tens of thousands of copies of titles which are now made speedily available to users around the Midwest.

The implications of our experience so far for a national lending library seemed to me to be that it is important to have a central dedicated collection which, in the case of periodicals, is non-circulating and contains the most heavily used titles, but at the same time it would be very wasteful to build a separate comprehensive collection for this purpose, because the needs for those less frequently requested items could be met by the type of cooperative arrangements we have made with research libraries.

Now to the copyright part:

Our experience has many implications for that, and it indicates to us that it is extremely important that any new legislation on this subject, and the publishers' operations under it should not stifle the use of photocopying for legitimate scholarly purposes, and the use of rapid transmission procedures for making scholarly materials available on a universal basis.

What we are doing is making the resources of a place like the University of Chicago available to students and faculty members -- and in the case of our connection with the Western Illinois library system, to the patrons of small town municipal libraries in Western Illinois, and making it available speedily.

Now if the payment of royalty charges be required, our operation offers a means by which many libraries may be able to meet that challenge, by concentrating on a license to copy in a central place or by -- through the cooperating library sharing the burden -- coordinating the purchase of licenses to copy. So not everybody would purchase a license for every periodical.

But neither, by the same token, would every library be forced individually to decide to slice its periodical acquisitions deeply, in order to be able to afford to purchase licenses, or to make royalty payments, if that were required, for heavily demanded sources of copies.

Now that was the extent of what I had prepared on that subject.

I just have one paragraph to wrap up.

MRS. MOORE: Well, I think Mr. Stevens was particularly interested in --

MR. STEVENS: I got the answer.

MRS. MOORE: You did?

MR. STEVENS: Yes, thank you.

MR. MARTIN: Fine. Well, finally let me tell you that this operation which, in our mind, is very significant and highly appropriate for either a regional lending service or a national lending service, has been created and conducted now for three years at heavy expense by a small number of small independent colleges. We have had some support, as I have indicated, from the Office of Education, and some from the National Science Foundation.

But there are a number of other things, in addition to clarifying the copyright picture that we think should be done:

One would be a computer based union list of titles available to the cooperating libraries, so that identification of where the title is housed would be very speedy.

Another would be support for developing colleges and community colleges to take part in a service of this kind. We have not yet been able to obtain support for such purposes.

We do hope that the Commission will be successful in encouraging federal support for promising programs of library cooperation, such as the periodical bank.

MRS. MOORE: Well, is there a burning question? We are short on time.

MISS SCOTT: Well, it is only regarding the union list of periodicals --

MRS. MOORE: Go ahead.

MISS SCOTT: Of these cooperating libraries. John Crerar, for example, would have the capability of developing such a list.

MR. MARTIN: That's right. The John Crerar and the University of Illinois, Chicago Circle, and Northwestern, as well as our own holdings, are in that form right now.

MISS SCOTT: Yes.

MR. MARTIN: And The Newberry and the University of Chicago are the libraries which do not presently have that capability.

MISS SCOTT: But that is not too far in the future, I would think.

MR. MARTIN: We would hope not. It takes a little money.

MRS. MOORE: Colonel Aines.

COLONEL AINES: One burning question:

Has the American business press or the professional societies threatened --

A VOICE: Can't hear you.

COLONEL AINES: In any way, in terms of their possible loss of revenue by reduction in the number of subscriptions that inevitably follow such a program?

MR. MARTIN: Well, we haven't had any direct interaction.

Our belief on this, as we looked at what happens when you get down to cases, is that the loss of subscriptions, the reduction of the number of subscriptions, is not the primary effect of this kind of a service, but instead it is to expand the capacity of libraries outside the major research centers far beyond what they would ever be able to afford to do.

So it is not a matter of making deep cuts. I think, in some cases, some experience with a service of this kind makes it possible for a library to rationalize its acquisition policies, but there may be some things that they shouldn't hold that they do, and some things that they should hold that they do not. They would have some inferential evidence as a result of participating in a service of this kind. They wouldn't have otherwise, unless they were attracting every browser.

But we certainly have not experienced substantial reductions in the number of holdings in most of our member libraries. And I think, in the case of some of the publishers that might be involved, our libraries aren't subscribing to some of those periodicals, in the first place.

COLONEL AINES: They are not contracting their program, in other words?

MR. MARTIN: I don't know.

MRS. MOORE: Mr. Martin --

MR. MARTIN: Thank you very much.

MRS. MOORE: We appreciate your attendance and your help. Thank you.

Next will be Mr. Wilfred West.

Whereupon

WILFRED WEST

was called as a witness, and was examined and testified as follows:

MR. WEST: My name is Wilfred West, Otumwa, Iowa, Director of the Otumwa Public Library, Administrator of the Gravelly Hills Library System.

MRS. MOORE: Mr. West, your testimony -- your written testimony -- got here too late to give to all of the members of the Commission. They will have it in due time, and will read it.

But could you very briefly summarize your most important points?

MR. WEST: With your permission, I would not like to mention any of the things that I have mentioned there, and I would like to mention some other things.

(Laughter.)

MR. LERNER: Right.

MRS. MOORE: That is O. K.

MR. WEST: I represent rural libraries, and there are approximately nine thousand public libraries in the public library systems in the United States. Fully seventy-seven plus per cent of those are rural libraries.

A study was done in rural Iowa on four counties that had been federally designated as disaster areas because of the demise of coal mining. The study listed some forty items for people to list, so that they would have some idea of how to go about regional planning. Library services was not one of the forty some items.

When the results came back, the top five items were:

Doctors -- including veterinarians.

Hospital and hospital services.

Dentists.

Library services.

And new employment.

Libraries were listed fourth, even though they did not appear on the list originally. Obviously, some people really think they need library services.

Where a person lives really has no bearing on what he wants to know, and you have, I think, heard plenty about breaking barriers of various kinds. I need not go into it further.

Thirdly, financing library services in rural areas may literally be a piece of cake. Do you have any idea how many cake sales, chili suppers, watermelon stands actually provide the major financial revenue, and operating revenue, and capital improvement revenue, for public libraries --the seventy-seven per cent of the public libraries I am talking about? I think, if you really knew, that you would be amazed, and perhaps dismayed, that the revenue had to be made in this way.

I can cite examples to you where the legal limit, as imposed by all of the different government bodies, has been reached for the purposes of taxation. If I may indulge in a rural homily, you can't get blood out of a turnip. Therefore, a lot of the federal programs that require matching funds simply have been ineffective in rural areas. There is no more money to match.

I have heard some comments today about the joint public library and school library services. I think coordination is probably a good idea, but in rural America this would be practically impossible. Many times the school sits in a cornfield, literally alone from anything else, miles from any town, city, or community, or settlement. You can't provide community library services in a cornfield setting.

Another thing that we have talked about, and that has been mentioned, is the kinds of school services offered. One gentleman was talking about the fact that the schools need to do a lot more.

That may be. But even if rural schools in rural America were open and did have good collections, the students still couldn't get to them. In many cases, 100 per cent of the student body is bussed in -- and have been so for years.

If I can summarize very quickly, for you, I would say that we need to break a lot of boundaries, we need to really think about the revenue sharing very seriously for rural America.

And I think that perhaps at some point that we need to require coordination -- I didn't say cooperation -- require coordination.

Thank you. Any questions?

(At this point, Dr. Burkhardt returned to the room and resumed the Chair.)

THE CHAIRMAN: Bessie, why don't you keep this?

MRS. MOORE: Mr. West, I myself come from a rural State and I sympathize with what you have said and know it to be true in many parts of the country.

Are there questions of Mr. West?

MR. BECKER: Mr. West, in our legislation that created the Commission, the rural areas are specifically named as being important for the provision of library and information services.

Can you give us just a few groups on the kinds of things that you think would be useful from the federal point of view in improving services at that level and in those areas?

MR. WEST: Well, first, getting down to the local level.

The ice cube theory has definitely been proven through L. S. C. A. By the time administration has been taken out at various levels, very little of that ice cube manages to stay cold, by the time it reaches the local level.

MR. BECKER: Yes.

MR. STEVENS: I wonder if I might comment on that?

Your paper, which I had occasion to read and the Commission didn't because it arrived so late -- you pointed out that in Iowa, of twenty-two people in the State Office who, before L.S.C. A. were funded by state funds, only eleven are now funded by state funds, and the rest by federal funds.

MR. WEST: That is correct.

MR. STEVENS: In the report that we heard from Illinois this morning, Al Trezza said that no federal funds are used to fund the State Office in Illinois.

I wonder if you would want to comment on the disparity between States, or could you help us see how varying States are applying federal money in varying ways, and what we might do as a Commission to effect a change here that would let the money go through to the local level, where you would like to see it applied?

MR. WEST: I don't know if I can make any intelligent comment on that without a great deal of thought. I am familiar really only with the State of Iowa, although I do keep in touch with some of the other ones around us.

Illinois does have massive regional library aid provided through the state. Iowa has not.

MR. STEVENS: Well, along --

MRS. MOORE: It was my impression -- if I may interrupt here -- that the law does not prohibit, does not allow a state to go below what their floor was, when L. S. C. A. came into effect.

MR. WEST: That is correct. Therefore, Iowa's participation in L. S. C. A. is in jeopardy.

MR. LERNER: Would you look toward legislation on the state level in terms of an ideal model for funding state libraries and rural libraries as one answer to that?

MR. WEST: It could very well be a very good answer provided there.

COLONEL AINES: Mr. Chairman.

THE CHAIRMAN: Yes.

COLONEL AINES: We have a classic problem here. We talk about the requirement to have equal access to information. We have geographical dispersion and we have an unequal dispersion of funds which are largely based upon concentration of people.

Now how can we possibly find a way to provide these advertised common access requirements to people who are truly dispersed? Are we ever going to be able to do it in terms of creating facilities? Are we going to be able to use our technology in trying to do so?

Undoubtedly, as somebody who spends his time wondering about these kinds of questions, what do you suggest that a group such as ours could recommend that seems so practical nd useful that we will try to solve what probably is an unsolvable problem?

MR. WEST: I know very well of what you speak, and I think that technology can help us a great deal -- some of the technology that we have had for a long time. It is called Bell Telephone.

Maybe what we really need in terms of rural areas is a federally funded sort of W. A. T. S. line arrangement whereby local service centers -- which may be in a rural storefront somewhere, or may be located in a school, or perhaps in all of those places -- connected with some central facility, so that we can at least get the word or the things that we need into the central facility and try to get them back by mail or by teletype to another center -- or whatever we need to do.

I think this may be one of the ways.

Iowa has some four thousand incorporated communities within its boundaries. This is an enormous amount. It means that you can barely go fifteen miles without running into some incorporated political body.

Bookmobile service may well not be the answer in terms of Iowa.

MR. VELDE: Well, don't you still have the six regional? In Iowa aren't there six districts or regions?

MR. WEST: Seven, yes, there are seven of them.

MR. VELDE: Seven.

MR. WEST: One of them is in cooperation with Illinois -- the first interstate compact in this area.

MR. VELDE: Are there any more? Is there any new development from those regions that is getting more library service to those out into the smaller rural areas?

MR. WEST: Of the 432 public libraries in the State, 378 belong to some loosely amalgamated cooperative system -- and these are indeed loosely amalgamated. They are not provided for in the law, and they are a contractual arrangement.

MR. VELDE: You say you don't have any influx of money?

MR. WEST: No, there is none.

MISS SCOTT: Bear with my ignorance, for a moment here.

THE CHAIRMAN: Yes.

MISS SCOTT: What role, if any, could the agricultural extension agent play here? Is there any?

MR. WEST: They help a great deal. They do provide a lot of material. These are distributed to the public libraries that do exist. And they help in adult education. The libraries in Iowa are involved in adult education. In many communities, we are the only adult education type facility that is available.

Out of twenty-one counties there are only six institutions that can qualify in terms of adult education. And there are only two colleges within those twenty-one counties.

MISS SCOTT: Yes.

MR. WEST: And for the most part, they are fairly needed.

MISS SCOTT: And are these land grant colleges?

MR. WEST: No, they are both private.

MISS SCOTT: What role then would you say that the National Agricultural Library could possibly play? Any?

MR. WEST: I would say they perhaps could. What we need is a tie-in system.

Now we have teletype. The libraries that do belong to these systems are connected to one of the seven centers by telephone using a credit card. And then there are seventeen or eighteen libraries that are connected through the teletype system that we developed. And that also is connected to some of the academic institutions within the state.

From there we go to the Denver Bibliographic Center for Research, which, of course, provides locations for additional material for our people, and we do answer a lot of what to us would be exotic requests. In many colleges and universities it would be normal, run of the mill. But where people are just has nothing whatever to do with what they are interested in.

THE CHAIRMAN: Well, Mr. West, Mr. Stevens tells me that your paper is really an excellent one, and I assure you that the Commission will go over it and read it, and we have got it here, and I want to thank you for coming.

MR. WEST: Thank you.

THE CHAIRMAN: Thank you.

Next we have Mr. John Armendariz. Is he here?

Whereupon

JOHN ARMENDARIZ

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Will you identify yourself, sir, for our record?

MR. ARMENDARIZ: My name is John Armendariz. I am the Acting Executive Director of the Mexican-American Combined Education here in Chicago, commonly known as M. A. C. E.

I want to thank the Commission for the opportunity to be here. I have been here since 11:30, due to the fact of other meetings -- I would like to have been here since 8:00 o'clock because there is a wealth of information.

The constructive criticism, I think, is out of the fact that as I came into the room at 11:30, I looked at the racial composition of the Commission members, and of the audience, and I listened to a number of the community participants -- and I don't think I have to say it.

I would like seriously for the Commission to make efforts to see that the publicity reaches into the communities where there is a great need of information, and that would be through the community newspapers; of the twelve or so American or native American Indian newspapers in this country, how many are receiving the news in advance that the Commission is coming? Of the Chicano newspapers in this country, how many are receiving the information that the Commission is coming -- whether they are underground, or above ground, or established, such as Mr. Lerner's newspapers.

I think that this is a serious thing, and I think that librarians ought to see that social change can come through the library system.

One of the main concerns of M. A. C. E., which was involved to a degree in the last year in organizing Chicanos and Chicano librarians across the country, as well as the National Chicano Task Force, within the A. L. A. structure and without, out of it, is the subject heading of the word "Chicano".

There comes a time when you have to admit that another word has been established in this country, and to refute it is just to bring more anguish upon ourselves. And at last that word Chicano has had to be established as a subject heading. The classification system of libraries has to consider that this is a race of people who have identified themselves as such, who have put out a wealth of information, and who have, unfortunately, had their land stolen from them through devious ways of the system of this country.

Number two is the consultants to the Commission. I think that the Commission should consider that it has not --

I am not aware of any advance press information. If the Commission is caught up with a lot of work, like a lot of us are, then the consultants should be considered -- consultants on the basis of people within the library system, not with fancy titles of "Executive Director" or "Director of Research" but people within the various library systems, who can give you advance information to help inform you on something that I think is definitely needed.

Are you aware of how many Chicanos there are in the metropolitan area of Chicago? Or how many Poricos -- Puerto Ricans? So it turns out there are a hundred thousand.

The program that we have in the State of Illinois, which has probably been talked about -- I am not aware of it -- the Illinois State Library Minorities Project, M. A. C. E. strongly supports and endorses, because of their involvement, to a degree, in it, we are hoping that the Commission uses this sample, this example, to the rest of the country in seeing that minority people are brought into the library system, not only at the bottom level, but at the level where they will be trained as interns in the administrative; it will take us another fifty years if we go through the red tape system that is being used currently. We seriously mention the intern program on the administrative level, toward minority people.

I don't care if the minority is Polish and it is a large Italian area -- the fact is that minority people should be considered.

One of the problems in selecting in this country that M. A. C. E. was able just to pinprick, compared to a mass of the United States, to get around and get into, was ethnic lists. We have found that the library systems and the school systems had no listing of the Chicano accomplishments, or the Mexican accomplishments, and the few that they had were so stereotyped from American writers going back to the twenties and thirties, that we had to dig it up ourselves.

I am talking about an organization that until Monday of this week was volunteer.

We produced a list of 100 books. This list was sent to the American Girl Scouts because they had initiated a program of cultural enlightenment. Through just the Girl Scout society and one announcement in one monthly booklet, we received over 100 letters from Troop Leaders all over the country, two or three from Hawaii, Tennessee, everywhere, asking for that list.

There is a thirst for knowledge -- just in the Girl Scout Movement alone. This is not a film listing or a tape listing, but just a listing of books. I think that the Commission has to seriously look into seeing that ethnic lists or book lists or films or other forms, that are used to inform other people, be used and brought forth and put in community newspapers.

How many people are going to Mexico? In the Chicago region we have seen a wealth of Mexican residents popping up, and in the area that I live in -- which, incidentally, is in Mr. Lerner's district,where his newspaper serves -- there is an endless stream of people going to Mexico, but all they see is the top of the Mexican people.

THE CHAIRMAN: Say it again. I didn't hear the last sentence.

MR. ARMENDARIZ: All the people that travel to Mexico, the tourists.

THE CHAIRMAN: Yes.

MR. ARMENDARIZ: All they see is the enjoyment. They see Acapulco. Correct?

THE CHAIRMAN: Oh, I see, right.

MR. ARMENDARIZ: So the community newspapers, I am seriously hoping that the recommendations, not only for librarians, but your recommendations, will go to the news media themselves -- the school systems, the book stores, and other organizations -- that this ethnic list has to be something to be brought forth.

How am I supposed to know the accomplishments of the Polish Americans if I live in a ghetto? And the schools only give one line to Koscinisko in this country.

MISS SCOTT: This list is for and about --

MR. ARMENDARIZ: Whatever ethnic group.

MISS SCOTT: I see.

MR. ARMENDARIZ: It should be local as well as national, and the publications, the library publications, et cetera, and I think that our legislators would be more considerate of people if they had this sort of thing brought forth to them, a list of books and maybe one or two -- or have their staff read up.

But the very fact to know that there is something available about an ethnic group. We see the great ethnic changes in Congressional Districts, and yet how many constituents know about the people in their area? The libraries can help.

Before you made a mention about the national type of library. I think that a lot of our problems in this country had we had and as a specialty used a national library of cultural heritage. And I hope that the Commission thinks along those lines.

To give you an example, the Smithsonian Institution right now has a list of saddles that were used on the borders during the war in 1846. These saddles represent the history of the two countries -- Mexico and the United States of America.

How many people know the roles that saddles played in our history? I have seen these saddles myself and, unfortunately, there are not enough funds to put these saddles in a national exhibits.

Organizations such as ours have sponsored things like an exhibit of paintings and artifacts that came from Mexico, and we do that through the Smithsonian Institution. What role the libraries take or play in bringing forth exhibits that ethnic organizations bring forth at great expense to themselves -- this has to be brought out.

One of the things, I think, that the library system should seriously consider is that a percentage of their budget be considered -- to the ethnic group in the area where they reside.

For example, in Bensonville, Illinois, in one high school alone ten per cent of the student body are Chicano, yet those children are so Anglicized that they have refuted and lost their cultural heritage and I don't know if we will ever see them get their cultural heritage again.

The Commission should seriously consider the use of things like the Southwest Educational Development Lab. These labs have computers at their disposal, and they send a wealth of information on ethnic groups -- in this case, about the Mexican Americans. This is not known to many people. It is surely not known to community organizers.

The role of the universities in the community:

I am sorry to say that the universities are one of our strongest and most vicious racist groups in this country, and I won't go onto detail because we have had two sad years of trying to deal with universities in this state.

Our organization surveyed 118 colleges in this state and 96 hospitals and went to law schools -- it is sad news. The Commission received a report on this.

But the libraries in the universities should take an active role in the community around them. The University of Illinois, Circle campus, is completely isolated, after pushing Mexican families -- three times some of these families have moved as the land was grabbed from them and the university expanded and expanded -- and yet the people are not getting any services from these universities.

The library can play a role in the social development and your changing and understanding through a wealth of information on how to read just what the housing codes are, et cetera.

These universities should have materials in the ethnic language of the communities that are surrounding them, and that, in many cases, they are pushing out.

Recently the gentleman from Whiting, Indiana, spoke on reports and data in libraries. I think that the Commission should seriously consider that as one of the top priorities and recommendations to the President of the United States, basically because community organizations such as ours, who do not have money, and who have -- like myself -- a very few people who have some college education, are research oriented -- and by laying our hands on that, we who are looking for social change can see how effectively and how we can "work within the system" by seeing change made. These reports definitely have to be in the library and not be permitted to be taken out, because the administrations in question would make a point of seeing these reports taken out by their "hackies" and then nobody would get to see them.

Periodicals for minorities:

One of the great things about this country is the fact that we are constantly going through changes and improvements in all fields, whether it is business or even social development.

Periodicals bring about a wealth of data, which we need to know about, and community people have to know. But ask yourself, when the Irish immigrants came to this country in the eighteen hundreds, when the worst riots in this country were not by blacks but by Irishmen when they were conscripted into the Civil War, how would things have changed if they had had information in their hands telling them what the laws and rules and regulations were?

Periodicals bring these things, and this country is becoming more statistical minded, I think, than any other country in the world. And the community groups should have this information in their hands. But how can you get periodicals when they are twelve dollars apiece?

The libraries have to play definitely a role and I know there are budget things to consider. But this seriously has to be considered. Periodicals will give you a wealth of information; we have to be oriented to the periodicals' role: The Wall Street Journal, Citizen's Week, American Medical Association's magazine -- all of these contain the latest innovations and changes in American society and statistical data, but we are not oriented toward these magazines, basically because we are not exposed to them.

School libraries play a role -- also play a role in that.

THE CHAIRMAN: Mr. Armendariz.

MISS SCOTT: Do you suggest --

THE CHAIRMAN: If you want a little time for questions --

MR. ARMENDARIZ: I have two more points, sir.

THE CHAIRMAN: O. K., fine.

MR. ARMENDARIZ: One of the things that I want the libraries to look into is when the recent -- well, I shouldn't say "recent" but when the last Los Angeles earthquake occurred, a Chicano library was wiped out and consequently no funds were made available for the rebuilding of this.

I think that the Commission should look around and see how many libraries are effectively serving ethnic communities, and who is staffing these libraries, and what the budget is, for these libraries in proportion to the well-to-do areas.

If you have a compact population of 50,000 in a block where you have high rises versus where you have slum tenements, the money shouldn't go just where the population is. Consideration should be given to the type of people it is serving -- budget, library, ethnic neighborhoods, all of these should be considered together and not separately, but considered together as a package.

You can play with figures. You can cut off the bottom of a graph and what will look bad will look good. The library should have some evaluation, some system making themselves accountable to the people and the state.

My last point is on the bookmobile:

In San Francisco there is a bookmobile that is making some very, very well and good social changes. And I think that the bookmobile would be one of the many answers to many of our problems until an appropriate amount of funds can be made available and many changes made in the community, and this goes along with the migrant stream using book education centers and schools in the migrant streams. We have, basically, five migrant streams in this country.

And these bookmobiles may and should contain something like G. E. D. in the language of the people in the area, whether it is French or Greek -- we have a large Greek population here in Chicago -- or, in the case of the people that I am concerned about myself, meaning the Chicano -- Spanish. Illinois does have an Illinois Migrant Council and bookmobiles are definitely needed that contain not only books on G. E. D. but books on birth control in Spanish and other information that the people are entitled to know about and they should have and should be exposed to, as well as adult education.

Thank you very much.

THE CHAIRMAN: Thank you.

Any questions? Does anyone have a question that they want to ask? We must be quite brief, because of the other speakers.

COLONEL AINES: It was a fascinating presentation with the revelations.

You did not mention anything about other media -- radio, television, other ways of transporting knowledge, and I wondered if, in a moment or two, you could just make a statement as to your hopes that these too would play a role?

MR. ARMENDARIZ: Well, as I said, I hope the recommendations do go to the media. We have seriously decided to use media.

One of the saddest things is that in dealing with the media, because of the short time that all of us have, whether they are at the level I am or the fortunate level where you are, you do have the opportunity to move across the country -- Los Angeles, San Francisco -- it is the fact that you do have to rely on what you can get and where you can get it from, and because of that, we have to set up a system.

And along that system, the input of people who are more versed in community problems than myself is lost because it is diluted. In the press, unfortunately, not enough -- well, like our organization has a listing of 300 radio and TV stations that broadcast in Spanish, but unfortunately this is not listed in the trade magazines of these radio stations, and consequently you would not get these lists under normal procedures.

What I am saying is that the Commission has to look for other ways of getting the news media.

The news media themselves could sample in a community where you would have public service items, a certain percentage for everybody. In the community we have a large ethnic group that could be reached -- maybe the old American soapbox thing -- a soapbox type of thing in Spanish. This is not cable TV definitely -- but yet, look at the cost of cable TV!

Two years ago our organization went in to talk with the people here in Chicago -- and all we got was laughed at, "Do you people have fifty thousand to start with?"

It is up to people like you to make strong recommendations on cable TV and other media so that they will carry their programming beyond the public service timing, including ethnic groups that have to be represented and considered.

THE CHAIRMAN: Well, Mr. Armendariz, we have spent quite a lot of energy trying to get into the newspapers ourselves, and I assure you that library news is very hard to get in!

(Laughter.)

But I do want to thank you again, but I also want to invite you to send us in writing any material that you want so that we can put it in the more permanent record.

Thank you.

MR. ARMENDARIZ: Thank you.

MR. LERNER: Excuse me, just before you go, I would like to ask you one question:

I don't want to make any odious comparisons, but M. A. C. E. has been dealing in the entire Midwest, in fact, with both schools on many levels, regarding their programs, and with libraries.

Where do you get more cooperation? What is the reaction in each of these areas? The libraries, the librarians and the information people versus the schools?

MR. ARMENDARIZ: All I could say is that it is not fair to even ask me because if I can set it up with universities and only once a month with libraries -- you know, it is not fair to either group, but I will say that in this very room there are people that have enlightened us, the Chicanos, who did the groundwork and opened the doors to us and I think that these people not acting in behalf of the organizations, the official organizations that they represent, have opened the world that has been closed to us by the system itself. Unfortunately, we have to deal with the universities on the top level.

An example: You look at the board of directors of every college in this state, and if you can find one Mexican American on that board, I will give you $100.

Thank you.

THE CHAIRMAN: Thank you.

Mr. George Vogel -- is he here? Mr. Vogel? All right.

Whereupon

GEORGE VOGEL

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: If you will just say who you are for the benefit of the record?

MR. VOGEL: Yes. I am George Vogel, Dean of Human Resources in Harper Community College in Delphi, Illinois, and also President of the new organization in the community college field entitled "The Community College Association of Instruction and Technology".

I was requested to give a brief presentation based on some cooperative information that was sent to the Commission from Louise Giles of MacComb Community College, which, I understand, has not been filed.

I might add that she is one of the minorities. She is at the top of the heap in the learning resources -- Director over there at MacComb Community College, and she is a black lady.

I think that from some of the testimony that you have heard today, in terms of responsiveness to the various segments of education and public systems that the community college field, as somewhat of a people's college, is trying and attempting to address itself to some of the minority problems and this was one of the concerns mentioned in Louise Giles' paper to you.

Most of the -- or many of the community colleges have a basic adult education program, which is addressed to minority groups, and it is a concern related to technology -- it is certainly related to the technology.

I would like to address my comments this afternoon to staffing, resources, networks, and public service, and a little bit on what I see as a community college concern in the area of copyrights.

In terms of staffing and the need for the improving of education and training in the library and associated fields, one of the concerns that we see in the community college field, for example, is the level of training needed for paraprofessionals.

The community college basically has a collection that represents the sophomore and freshman years in many of the transfer colleges, but a world that is opening up in terms of continuing education and new career education and programs, that take a lot of resource support.

The staffing that is paramount in need in the community college field -- as well as the professional staff -- is a host of paraprofessionals. And it depends on the kind of college learning resource center that you have. A lot of it is in the area of the technologies, whether it is the television media that the community college may have, or the traditional film projector, that needs to get out to the classroom, or some expertise just slightly below the professional librarian in the processing area.

There needs to be some studies and some funding done in this area for the improvement of programs for library assistance and library technical assistance.

I am well aware that this is a concern of a professional area, so to speak, amongst the professional groups in the library field. They are concerned that the library technician or the library assistant may steal away the thunder, so to speak, of a professional library job. I don't want to make that point, and I hope that it is not interpreted that way.

But I feel that there needs to be a career lattice or a career ladder, so to speak, within the field of library technology, in terms of training. But I might say that a lot of the professional staff in the educational field, some teachers in the other areas, many schools and other institutions in education are seeking a more wise use perhaps of paraprofessionals and differentiated staffing.

In the area of resources, we have a concern, I think, in the community college field about the direction that the funding under the Higher Education library grant has gone, and I am sure that it is a temporary situation. However, the present formulas and rulings indicate that you have to qualify for a supplementary grant before you get your basic grant, which means that if you are not overly loaded with minority groups on your campus, you get cut off from any library funding under the federal act.

I think that you have heard from other testimonies and documents today that the use of technology needs a good looking at, and perhaps with the new patterns of organization and staffing which the community college represents in their learning resources approach, the use and supplement of technology into the area needs looking at.

There was a reference a little while ago about cable TV. There are a number of community colleges that are forming consortia and they are airing their programs and showing them over cable TV. And it is the very concern of the relationship, if you will, of the community college as a community resource to public libraries and other community agencies in the educational field as to just how they accommodate a resource, for example, or the use of a resource, such as cable TV.

Another area which perhaps alluded more specifically to the state and federal agencies -- and it is of particular concern at the community college level -- is the overwhelming reporting information that is called upon to document our existence, so to speak.

And I call particular attention to the H. E. G. I. S. report, which is called for -- basically, the forms and so on are oriented towards a typical university library.

THE CHAIRMAN: Would you spell out that report, please?

MR. VOGEL: H. E. G. I. S. is H-E-G-I-S, which stands for the Higher Educational General Institutional Survey. I understand that it has been cooked up by the Western Interstate Association for Higher Education -- W. I. C. H. E., who then turns it over to the Office of Education to run off the forms for all of these things.

This is of particular concern to us at the community college level because it does address itself to what I might call the traditional research college library, and with a learning resource operation such as most community colleges are tending towards -- if they haven't arrived there already -- it is a boondoggle paper work which involves not only the library staff but the comptroller and several other areas, the dean's office and so on, to break down and break apart and repackage all of these tidbits of information, and then cull out of the incomplete report, because it doesn't take into consideration the kinds of technological services you are supplying under this manner of learning resources operation.

My next comment alludes to networks and public service. There was a study done at the Michigan State University under the -- I believe -- sponsorship of the American Association of Community and Junior Colleges by Max Raines, who did an initial survey and then took a look at what they called the top forty community colleges' learning resources in the country -- and our own Harper College was a participant in the study. And they were surveying the role and responsibility at present and then indicators of what the role and responsibility of the community college learning resource centers would be in the future towards public service areas. And here we bump right up against some of the other testimony you have heard already and documented verbally about the role of the public library.

As a taxpayer, so to speak, in my own college district, I get a little concerned about the role of the school libraries, the public libraries, and our own learning resource library, and with all of these agencies being partially or perhaps wholly funded by local tax revenues and referendum, there becomes a concern about the role and relationship of these various public agencies.

There are a number of examples of cooperative arrangements:

Harper, for example, is participating with the public libraries in some informal things. It is pretty much on an ad hoc basis, based on the professional friendship of our staff and other staffs, but it is going to come to need a more stable, if you will, or legalistic arrangement, because eventually we are going to be drawing from the same -- and in a sense, we are drawing from the same tax source pie, and it is a question of how much further we can go on.

The State of Illinois in its Junior College Board is calling for a greater increase in community service by the local community colleges, and like the testimony you heard a little while ago from the concern of the rural library areas, we have in the State of Illinois some community colleges that actually in one sense are supplanting or perhaps even fulfilling the function of some of the rural libraries -- and there needs to be some national and also state effort in this direction.

I am personally attending a conference that is being held at the University of Illinois to take a look at examining the network -- for example, a sixteen millimeter film -- between public libraries and community college libraries and some of these area district high schools. I think that one of the concerns that we have in Illinois, for example, about networks and public service.

And we heard earlier a kind of tongue-in-cheek comment about the State Library being under the Auto License Bureau. This is a concern of government that we have here in Illinois -- I am not sure that it is true of the other States in the country -- in that we have a governing board, the Illinois Junior College Board, which is apart from the Board of Higher Education, which reports to the Governor, and on the other hand, you have the State Library, which reports to the Secretary of State -- the Licensing Bureau, if you will, and then to the Governor.

And I think that it is a concern in Illinois here in the role of public service as to which agency, so to speak, whether the library per se or the public or the community or private college and so on, is a public resource and therefore belongs under the State Library System, or it has its philosophical base on information and knowledge and so on, and so should be part and parcel of the government within the educational system.

In the area of again public services, the community colleges with their continuing education programs and adult education programs, where they are saying, in terms of their philosophy that "We will educate anybody from a mature adult citizen eighteen on upwards to sixty-five and so on -- we have a role here with non-traditional studies, if you will, where we can get materials out to them, perhaps home study methods, bookmobiles, or area TV or radio, course seminars, and quick course areas, and a lot of these things impinge or could be cooperatively supported by the area library agency such as through public libraries.

I know that in our own district we are somewhat unique in that we have something like sixteen communities that we serve in our district, each having its own public library, and there is a suburban cooperative library system that cooperates with them, so there are quite a lot of inter agency dealings in this.

THE CHAIRMAN: Mr. Vogel, we are running very late.

MR. VOGEL: I have one more comment about copyright. I know this is of concern to the Commission.

THE CHAIRMAN: I think we will have to forego the questioning period then.

MR. VOGEL: All right.

THE CHAIRMAN: Go ahead.

MR. VOGEL: The concern at the community college level, in terms of copyright, I think, falls into two categories:

One, those who feel that they need more support, legislation, if you will, or national documentation to sort of get them off the hook in relation with their faculty on this copyright business. In a sense, the staff act as the "defenders of the faith" on copyright as it now stands, and they are getting an enormous amount of flak, both from their professional colleagues in the teaching field -- "Why can't we have ten copies of this?" and so on -- and in spite of the various professional organization stances on this, that doesn't mean much to the teachers.

Another area, I think, based on the Williams and Wilkins case, in the area of distribution and dissemination, there is a great need, particularly in support of career programs in the various new career programs, to get the information to the students, and they race around to periodicals, and what we should do on the periodicals-- well, it would be a recommendation, for example, to get some grantsmanship going or funding going to establish reprint services. We are not trying to steal the material, and so on, but maybe there is a national need to uplift the reprint service to get these things into the hands of the community college student.

There is a study somewhere that said that at the community college level most of the traffic or the reading and the questioning and so on is done on books that are less than four years old, and this highlights the area of current development of the materials needed in junior college as a resource.

THE CHAIRMAN: Thank you very much, Mr. Vogel.

We will now get back again to the scheduled witnesses. I think that Mr. Donald Earnshaw was next.

Right?

Whereupon

DONALD C. EARNSHAW

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Mr. Earnshaw, I am sorry we are running late, but you can see why.

MR. EARNSHAW: My plane doesn't leave until 7:00.

THE CHAIRMAN: What?

MR. EARNSHAW: My plane doesn't leave until 7:00.

(Laughter.)

THE CHAIRMAN: Oh, good.

MRS. MOORE: Do you think you could testify that long?

MR. EARNSHAW: I hope not!

(Laughter.)

Well, for the purpose of the record, and in compliance with your request to the other witnesses, my name is Donald C. Earnshaw, and my residence is in Lee's Summit, Missouri, and my official title -- if I have one -- is as a Trustee of the Mid-Continent Public Library System, which serves three counties in and around the City of Kansas City, Missouri.

Now I had submitted written testimony. The invitation to be present for the purpose of the Commission hearing did not specify as to what part of my written testimony you are interested in, so I didn't bring any particular stuff with me because I thought we would all just go from here, if you want to.

THE CHAIRMAN: Yes, well, the Commission members have all read your paper, and what we noted, to save time, we felt that we probably should use the testimony time to get our questions asked of you.

MR. EARNSHAW: That is the reason I suspected there.

THE CHAIRMAN: So I will ask the Commission members what questions they would like to put to Mr. Earnshaw on his paper?

You spent the larger part of your paper discussing this metropolitan area problem, if I remember?

MR. EARNSHAW: This is what I talked about.

THE CHAIRMAN: Right.

MRS. MOORE: Mr. Earnshaw, has the State Library been of any assistance to you in developing your program in your area?

MR. EARNSHAW: Not of any major import, no.

MRS. MOORE: I just wondered if you worked with them and --

MR. EARNSHAW: Well, we coordinated wherever possible, and we assist and, well, we do what we can. But it is not the problem -- it is not the deficiency, I would say, of the State Library. It dates back farther than that into the legislative attitude of the appropriations, that they are not able to do all that they might, so that they therefore, in some measure, at least, rely on other sources, such as the Kansas City Public, the St. Louis Public, and other libraries.

MRS. MOORE: As resource centers?

MR. EARNSHAW: Yes, to help them, because we have the people.

MRS. MOORE: Well, this is why I asked the ques-

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tion.

I thought perhaps that you were serving -- as is often the case in states which have large rural populations, that there are a few large metropolitan centers that are of great assistance in developing programs over the state because they have so much better resources than do the other libraries and I was just wondering if you were working -- and I see you are, and that was my question.

THE CHAIRMAN: You speak of a metropolitan area library planning council in your paper. Do you see that as a part of the administrative setup of the city? Or is that a voluntary affair?

MR. EARNSHAW: No, this is actually -- it ties back to another part of what I was talking about. To go back to the beginning on it, at least in my concept, the major public libraries of the nation have made a deliberate choice that they cannot, because of finances, continue in their traditional role as the collector of books and research and papers and so on, because it is past their capabilities to do. These are areas in which they almost have to get into computer information retrieval.

So, as a result of that, they have made a deliberate choice. They go for the people, obviously, who support them, the business and the professional community. There are some popular spin-offs in this connection with the disadvantaged area, but the basic thrust is for this other area.

Now with this, if the libraries are to maintain their leadership in this information and research area -- and, of course, also in the area called "service to the disadvantaged -- in neither of which do they have money to operate -- there is going to have to be some other source of income.

Now whether -- the obvious one, of course, that everybody promptly looks to is the "Great White Father", but there has been no real examination by -- or, at least, one that I could find -- by the Department of Education or H. U. D. and-or by any number of people looking towards this as a means and a reasoning so that it can be presented to the Congress for the purpose of implementing a specific program. The large libraries hate to admit that they are failing. And I don't blame them. I would too.

But they, the large libraries, are locked in, in experimentation, because they are in a budgetary bind where eighty per cent or more of their budget is going into salaries and maintenance and they can only throw a very little bit over into experimentation. It is a problem that has not been, as far as I know, attacked, as to how it is done.

Now where the help -- where the Council gets into this planning, if such a program is brought forward, bringing federal funds with it in cooperation with state funds, to where this is implemented, why, then I was referring to the method that has been used in the health field of local regional planning councils, and they require the development of programs specifically in -- well, it goes into general areas, as far as that is concerned, but in all of the areas in which the federal moneys or the state moneys are spent.

THE CHAIRMAN: In other words, the federal legislation, if it comes about, could stipulate that such councils be created?

MR. EARNSHAW: That's right.

THE CHAIRMAN: In order to plan?

MR. EARNSHAW: And they not only have the power to give but the power to withhold.

THE CHAIRMAN: That's right. That gets it.

MR. EARNSHAW: But it is tied one to the other.

THE CHAIRMAN: Right. Are there any other questions?

Joe Becker?

MR. BECKER: No, Mr. Earnshaw has answered mine.

THE CHAIRMAN: Bud.

MR. VELDE: Don, in a metropolitan system, in Kansas City do you have free interchange now of resources? If you live in Kansas City, can you go out and use --

MR. EARNSHAW: Yes, I should say we have achieved this.

I said, for the first time -- this is off the subject really -- I asked the first question in 1955 and received a sort of a hearty laugh, but we now have a free interchange of the use of library cards and of information, whatever is available.

MR. VELDE: Robert Wedgeworth, in previous testimony, mentioned that he was raised there and used the city -- and his friend couldn't; he lived outside.

MR. EARNSHAW: Well, we have corrected this now.

MR. LERNER: I came in late. Am I allowed a question?

THE CHAIRMAN: Sure.

MR. LERNER: Mr. Velde referred to "free interchange".

Do you mean Kansas City, Kansas, as well?

MR. EARNSHAW: Well --

MR. LERNER: I am sure not; that is why I asked the question!

(Laughter.)

MR. EARNSHAW: Well, no, we should have come up with a plan. We have a system senior to that -- true, I guess, in some other areas, but the Mid-Continent System, of which I am a part, we have cooperative agreements and interchange with the school district library, really, in the City of Kansas City, Missouri. We have the same agreement with the school district library in Kansas City, Kansas.

Now whether or not -- I can't answer off the top of my head as to whether Kansas City, Missouri and Kansas have this, but we have this, at least, and also with all of the rest of the ones around us.

MR. LERNER: Well, I am delighted.

MR. EARNSHAW: They can put it on teletype to wherever they want and get it.

MISS SCOTT: You made one comment in your testimony here about information centers, the ones that are concerned with government documentation and records or information, in that they are ignoring the public or the general public need. What did you mean by that?

MR. EARNSHAW: Well, they are serving their client, the government, in their particular fields.

MISS SCOTT: That is a part of the public need though, isn't it?

MR. EARNSHAW: Well, it is a part of the public need, definitely, yes.

But there is no -- well, again it is what I find, but there is no -- I mean, this isn't something that is generally known. Sometimes I run across librarians that aren't aware of it.

MISS SCOTT: This is so.

MR. EARNSHAW: That they can latch into this.

MISS SCOTT: I would think that you might be talking about the lack of information about information centers, is that correct?

MR. EARNSHAW: Well, of course, the information centers -- well, of course, I just threw it out as a bubble for people to shoot down -- the creation by the federal government of centers of information and retrieval centers, that do begin to fill in the need of the big public libraries, and then send out by the use of the computer or whatever it takes, because the local people can't afford it. Maybe the federal can't afford it either!

(Laughter.)

But sometimes they must.

COLONEL AINES: Mr. Chairman.

THE CHAIRMAN: Mr. Aines.

COLONEL AINES: Close to the end of your paper, where you begin to sum up points of view, you state:

> "* * * as to the congested and densely populated parts of any metropolitan area, that federal programs be offered and funded, whereby inner-city branches would be converted into comprehensive information centers for direct service to the unserved."

I understand what you are saying there, but I would like to probe a little bit more. When you talk about the "unserved" --

MR. EARNSHAW: Excuse me, the source of this is the Deputy City Administrator of the City of New York, which Mr. Lerner and Mr. --

COLONEL AINES: You don't want me to go chase that?

(Laughter.)

MR. EARNSHAW: No, but I mean, this is going about that --

MR. LERNER: That is the New York City Social Security funded information service -- Bea Fitzpatrick.

MISS SCOTT: Fitzpatrick.

MR. LERNER: Bea Fitzpatrick and Costello.

COLONEL AINES: Well, do you have any other inputs for what you consider to be unserved needs?

MR. EARNSHAW: No, this is outside of my area of knowledge. Mr. Lerner suggested this area!

(Laughter.)

But, you know, this is the result. When I sat down when I got my first invitation to submit written testimony, I had one criticism incidentally afterwards, which was "Why didn't you spend more time polishing?" And I said, "Well, that is one of the fatalities of this world!"

(Laughter.)

THE CHAIRMAN: We didn't feel that need, Mr. Earnshaw.

Anybody else? If not, I thank you very much, and we will go on to Ms. Barbara L. Hughes.

Whereupon

BARBARA L. HUGHES

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Would you identify yourself for the record?

MS. HUGHES: I am sure I am going to save you some time because I am not sure how long my voice is going to hold out.

THE CHAIRMAN: The mike is working, is it?

MS. HUGHES: I think so.

I am Barbara Hughes. I am President of the Minnesota Library Trustee Association, and a trustee of the Anoka County Library, a suburban library in the Minneapolis-St. Paul area.

I would like to make a couple of comments for the record and then if you want to ask me any questions?

I think that my two major areas of concern-- and I outlined several in the letter -- are:

The sorts of technology that will be in the library of the future and how well prepared we are to use these things.

And then, the other end of the spectrum, which is just simply getting library services to many areas of our State.

In Minnesota we are quite aware of the seriousness of the problem and I do prefer to call it a crisis because it seems to me that the government bodies that I have dealt with only deal with things when they become crises. The letters that I get from trustees in the State deal with things like buildings and books and bookmobiles and space and staff and the delivery of what we call very normal kinds of services. And these problems that we have are dictated simply by the need of resources, and it is just simply this enormity of everyday library services that overshadows what I am afraid is going to be lost in the future of libraries.

These librarians and trustees primarily are in our rural areas, but not all of them. They seldom talk of media centers or computers or cable television or any other kind of fancy technology. Their letters say very simple things to us. There is a great differential, and I am very disturbed about the lack of equality in library service between the rural and small town areas of Minnesota and the metropolitan areas.

I will give you some very rough estimates that I did only with my slide rule -- I didn't use a computer or anything like that -- that there are almost a million people in our state that are being served by libraries -- and our state is only three and a half million people -- a million people in our state are served by libraries with less than a book per capita.

I am not sure how valid that criteria is, but it is one that I can get at right now.

There is ten per cent of the State that doesn't have any library service, and another ten per cent that has service from libraries in towns of twenty-five hundred people or less, and I can give you examples of areas that spend $330 a year on books, even though they might very well sometimes claim to have twenty-five books per capita. And I wonder about the quality of these very small libraries.

In any case, that adds up to half the people of our State with what I have come to call "lousy library service". And all that this says to me is that we have got to really emphasize cooperation, regionalization, whatever kind of interlibrary cooperation that we can get between libraries and the different kinds of libraries.

We have in our State eleven economic regions that have been designated. And these correspond quite closely to the regional libraries that we do have in seven of these areas, representing only half the areas of the State. The rest of them have no formalized regional setup. But within these economic regions, there is good reason for having formed this in trying to revitalize the rural areas of the State, and I am firmly convinced that in the next twenty years we are going to see the migration not from rural into urban areas, but quite apart from these, these don't necessarily mean the metropolitan areas; I think that they are going to be in some of our other major centers within the area, and in Minnesota this is going to be within these eleven economic regions, and not necessarily the metropolitan areas.

THE CHAIRMAN: Well, Ms. Hughes, these areas that have this lousy library service that you are talking about, are the people in those districts raising hell about it? Do they demand better library service? Do you hear from them ever? Are they doing anything? Or are you just assuming that they ought to get what they should have, but they don't know?

MS. HUGHES: Well, I believe that, of course, too, and --

THE CHAIRMAN: Right, but what action is taking place on their part?

MS. HUGHES: We hear some but not a great deal, and this is partically because sometimes I am quite sure that they don't think that they could, and in my own particular case we hear it quite frequently.

And I guess I have seen in the ten years that I have been a trustee that as service has gotten better, people have come to expect more and are much more vocal about it. It is one of those questions about which comes first -- the chicken or the egg?

And I guess that I am willing to go out and promote the service and feel that we must do that, if we are going to have an informed electorate -- and what I think is extremely important to our country.

MRS. MOORE: If the Chairman would permit me to tell a story, even though we are a little behind time, I know one that fits!

(Laughter.)

It is not anything against your testimony, but I am reminded of the mountaineer in my State about twenty-five years ago who went to the general store and saw for the first time a stalk of bananas. And he was very curious about the bananas. He had never seen one before, of course, and he said to the storekeeper, "What does it taste like? Does it taste like an apple?"

And the storekeeper told him no, it did not. Well, to make a long story short, he went through three or four other fruits to know whether it tasted like them, and finally the storekeeper said to him, "Just take a banana and taste it. I will give it to you. Here, just have one."

And the mountaineer thought a few minutes and he shook his head and he said, "No, I already have tastes now for too many things I can't afford!"

(Laughter.)

So I think what you are trying to do now is to get the people to taste the banana to know what they are missing.

MS. HUGHES: Exactly.

And I guess maybe it is my League of Women Voters' background, but I really believe that people must have information to act in the best interests of themselves and their country. And one place to get it is the library. The other place is the League of Women Voters!

(Laughter.)

I would like to make a couple of other comments:

That is, I think that the National Commission has a good leadership role in the funding area, a place that I would hope that -- a lot of my problems would be solved by money, and developing state and regional or state and federal resources.

We must have it, at least in Minnesota, to get off, because of the kind of constrictions that I emphasized in my letter, that we are facing.

I would also suggest to you that along the lines of what Mrs. Young said, how can you help educate people about libraries and trustees and these sorts of things -- I would hope that there could be some national liaison -- and with county commissioners -- in terms of what perhaps constitutes a good library trustee, and how they ought to go about appointing them, and maybe what some of the things are that they, as an association, should pay attention to, should know and pay attention to in the library field.

I guess the two areas that I would point to very strongly would be in trying to help trustees and librarians to determine what costs are in relation to their services. We are fond of saying, in our Legislative Committee, in our State, that we talk services and the legislators talk costs, and they go like this (indicating), and we never really communicate with them.

These figures are very hard to find and then to equate, not only within Minnesota, but on a national level also.

And then finally, I would urge you that in whatever fashion -- although someone earlier had said that you cannot be a funding and granting facility, you must be something -- and that is for you to figure out.

(Laughter.)

To accomplish some funding and granting in areas of technology that will help us solve the problems of distance, sparse population, and no money -- whether it is cable television or whatever, I think that the funding and granting of money to areas or places that are within our State to demonstrate some of these things is the best way of getting those that haven't waked up yet to library service to do it.

THE CHAIRMAN: Thank you, thank you. Unless there is a question from the Commission, I think we have to move quite rapidly, so let us be laconic!

Joe.

MR. BECKER: O. K., Mrs. Hughes, how satisfied are you that within, say, Minnesota, you have exhausted all of the possibilities for cooperation before we consider the question of an infusion of federal funds?

Do you think that the intellectual resources among the librarians have reached a point where they simply cannot find the means to provide effective service within the State without having federal support?

MS. HUGHES: We have got a lot of very good things going in the metropolitan area among college libraries. Among private college libraries, it is done entirely voluntarily. Of course, we haven't exhausted all of them. But certainly, it is the carrot of federal funds that gets them moving.

Currently in our metro area we are funding cooperation between seven county libraries or six county libraries and two big city libraries. It is something like $400,000 in federal and state money that is buying over a million dollars worth of service to people in that area that they would not have otherwise. That is using each other -- the cooperative borrowing and so on.

So we thought, you know, that is a real good retu[illegible] on $400,000. How long that can go on though is the problem, because the government says "You can't spend more than six per cent more than you did last year." And that is written into the law.

We will try to change that law. But you know there are some limits to these things. And certainly the carrot is what we are interested in.

THE CHAIRMAN: Mr. Lerner.

MR. LERNER: Well, one question, an "if" question:

If this technology, for example, did in fact develop and suddenly cable television came to more communities in Minnesota, and it was able to be utilized on a free will basis, and all of the things -- is the public ready for it, is the librarian ready for it, and are the trustees educated for it?

MS. HUGHES: I have been working on a Cable Advisory Committee meeting -- a Committee in my suburb, because we do now have the franchise, and I guess the answer is that nobody is really ready for it. I guess I wish we were better prepared for it.

I am frankly disappointed in what I see that the library field is going to get out of cable TV in the next five years. I won't go any farther to guess in that field. But why aren't we better prepared? And why can't we fund something right now to demonstrate the possibilities here? It is the way to hook up our school and public libraries so that we don't have to duplicate some of these resources and get at some of those that are closed up and out of the way, and sometimes out in the cornfield, as the gentleman says --

why not through cable or something like that?

Well, and why can't the Commission provide the leadership and the expertise in that? I think that the public will buy it.

THE CHAIRMAN: Thank you very much, Ms. Hughes.

I have Mr. David Smith on my list next. Is he here?

Oh, yes, there he is.

Whereupon,

DAVID R. SMITH

was called as a witness, and was examined and testified as follows:

MR. SMITH: Would it be possible to stand up and let my Polish sausage and onion sandwich settle a little bit? Can you hear me?

THE CHAIRMAN: Yes.

DR. CUADRA: May we stand with you?

(Laughter.)

MR. SMITH: This experience today has been a little bit like some of the experiences that I go through in my work.

I am David Smith, of the Hennepin County Library. I am representing the Minnesota Library Association, and I also serve as the Director of Community Library Services in Hennepin County, and in that capacity have the privilege, I guess, of sitting in the City Council meetings, the Planning

Commission meetings, about the forty-five suburbs that we serve.

The office joke is that frequently the library comes up after the sewer and zoning variations, which last a long, long time, and generally about two hours of zoning variations. The quality of the discussion today is refreshingly improved over what I normally have to sit through -- and I appreciate that.

I came in some ways to hear rather than to be heard, and I will edit my remarks down accordingly.

THE CHAIRMAN: Now, Mr. Smith, you know, you sent in a paper.

MR. SMITH: That is correct.

THE CHAIRMAN: And we read that.

MR. SMITH: Yes, sir.

THE CHAIRMAN: So you needn't repeat that.

MR. SMITH: Right. And my statement was directed to the question that was raised in the original letter, that of the role and of the concerns of a state association and how it would affect both local and state and national concerns over libraries.

We discussed this a little longer in our M. L. A. board meeting, and the tenor of the discussion seemed to get to the point of "Go down there and tell them that whatever they do, the money that we have been getting and the money that we hope to get are very important. Fill it full of whatever adjectives you want to use." And that I have done and I am doing now, and I will get away from that point and perhaps dig myself into a hole that my colleagues back in Minnesota will fill in after me.

But I would suggest, in our particular case, to answer your question, perhaps, that we are doing some things in Minnesota, which are funded in Minnesota locally, which are derived locally, and for which the federal funds are of minor importance right now.

Mrs. Hughes touched on the federation which is composed of the metropolitan libraries and where there is reciprocal borrowing now, for the two million people in the metropolitan areas.

We have, in addition to this, a "Minitex" program, which is a program of teletype networks throughout the State of Minnesota, connecting college, junior college, high school, public libraries with the University of Minnesota Library -- which is a substantial resource. In that library there are approximately 80,000 periodical titles, for example, and about seventy per cent of the requests to go over the teletype networks are for those periodical titles.

Most of the requests are answered in photocopy within about twenty-four to forty-eight hours. This is a substantial service. This is going on right now.

I think that the important thing to point out is the fact that this was all done without any federal money at all. This was done first through a funding grant provided by the Hill Foundation of St. Paul. And when it proved to be successful, it became a line item budgetted in the state, in the overall state budget -- not a part of the education budget, but a line item of its own.

It was recognized by the State Legislature as being a significant contribution to library services in the State, and they are willing to pay for it -- because this is one of the points that I am getting at. If you can demonstrate service to your community, to your State, they are going to be willing to pay for it.

How you get to that point then raises some questions about funding.

THE CHAIRMAN: How many titles have you got in this service?

MR. SMITH: In the University of Minnesota, there are 80,000 periodical titles.

THE CHAIRMAN: And any one of those can be called upon?

MR. SMITH: Right. This, as I say, is one answer.

THE CHAIRMAN: Yes, well, that is quite a setup.

MR. SMITH: There are other calls for book information, and that is handled in somewhat the same way.

THE CHAIRMAN: Yes.

MR. SMITH: What I am suggesting here, I guess, is that there are things going on at present which are providing a relatively sophisticated type of library service.

I would also come back to the point that Barbara Hughes raised regarding the disparity. We are a State of approximately closing in on four million people. About half of these people live within a twenty-mile radius of Minneapolis and St. Paul. They, obviously, have access to excellent library service -- public, school, special library and university library.

The people who live out in the State obviously have some disparities of local funding and distance and things of this sort which bring about a strong difference in the type of library service that they have access to. And many of the people living out in the State have no library service whatsoever.

And how you equalize the service is of major concern to the people in Minnesota.

I think that in another area that the question was raised just this morning, and I would like to reply -- you commented about feedback, I believe, or the way of gathering information as to how to make your libraries work better, to make them more relevant. In our own particular library, we have about twenty-five per cent of our 500,000 people using it currently.

O. K., these people are rabid supporters of the library -- many of them are rabid supporters of the library. The population goes up at the rate of approximately three per cent a year. However, over the last two years our use has been going up about twenty or twenty-two per cent. The people aren't increasing, but the library use is increasing.

The problem of getting feedback occurs in several different ways:

One, in the time involved to do it. If you tried to deal with individuals, to try to get into the reasons why they use the library, why they really need the library, there is a problem of communication that takes a long time to overcome. It takes sophisticated research approaches to really get good statistical information on it.

I have been very much concerned with this, not only as far as the user library goes, but as far as the non-user library goes. We are pretty comfortable with our twenty-five per cent now, but there is another seventy-five per cent who are paying taxes, most of them, and we would like to be able to assess their needs and desires and serve them in some way also.

I wrote to one of the large public libraries in the country, which had had a substantial grant -- I believe, eighty or a hundred thousand dollars -- to investigate, well, both the central library and also the user and non-user interest in the library. And I found that this eighty or hundred thousand dollars didn't produce much that was really valuable to me. There was not much that I could turn back and use in my own situation. How useful it was in that community, I have yet to find out.

But there are large sums of money being spent to try to get at this problem, and I don't think they have reached it yet. Now maybe the expenditure of money isn't the important thing. But some approach to research, I think, in this area is very critical.

The role of our Association, as I see it, parallels the role of this particular Commission -- again, as I see it. I suggest in my paper that we had a leadership role, that we had a role to support library services, the library profession. We also had a role in information education. I think particularly in the leadership role, we would look for this Commission to provide us with information and ways to break out of the traditional approach to library service, to be relevant to our community, to try to serve the elementary school student, who has a sophisticated background of media approaches to learning, to receiving information, that the public library today is not coming anywhere close to investigating or even implementing in their own programs.

We are educating our children far down beyond our own capacity to turn on and serve them, when they become adults.

In the support area, I would come back to the financing. I think that money is important in terms of research, in small amounts -- we don't have to have large, massive, doses. We need amounts of money that we can intelligently use to investigate ways that we can support our libraries on a statewide basis, and getting it out and off of the local tax base and onto the state base is essential, and certainly money could be used to study this and to promote this.

The Library Association is very active at the present time in supporting state aid to libraries. And the state -- we are still pretty competent, but at the state level we are going to be increasing the state aid to libraries.

MRS. MOORE: Do you have any state aid at present?

MR. SMITH: We do. We have sixteen cents per capita which doesn't go too far, doesn't stretch too far. That about equals the amount of federal funds we would have had. But we are planning this year for no federal funds. If we get them, we can use them intelligently, but we are not planning for them, but we are planning to increase our own state aid, if possible.

THE CHAIRMAN: Mr. Smith, you have got about five minutes left. Do you want to use it for questions?

MR. SMITH: Yes, I am very happy to.

THE CHAIRMAN: All right, in your paper you mentioned that the Commission makeup lacked a representative of the public libraries, which is quite true in the sense that you meant it.

We have a number of people who are trustees of public libraries, and Mr. Swartz, our staff man, has had a large experience in public libraries,because, you understand, we don't appoint ourselves.

MR. SMITH: Yes, right. I talked to Mr. Swartz about this before I even prepared the document.

THE CHAIRMAN: Yes, it is a point, nevertheless. But we are not --

MR. SMITH: No, I realize that. I don't hold you accountable.

THE CHAIRMAN: Well, any other questions?

DR. CUADRA: Yes. What kind of legislation would you like to see?

MR. SMITH: I guess if I were to speak in general for the librarians of Minnesota, I would say making good the existing legislation, which seems to --

MR. LERNER: Funding it.

MR. SMITH: Funding it, O. K., that is the word.

The legislation is there. The appropriation is not. And I think at this point the limits established there are beyond anything we have received so far in the funding.

COLONEL AINES: Mr. Chairman.

THE CHAIRMAN: Yes.

COLONEL AINES: I just have one quettion. This could even be asked of Ms. Hughes, if we have time to have her stay longer.

The problem of having a state with a dispersed population -- you talked about two cities, and half the population within a radius of twenty miles. Then, of course, it tails off over the state and you have people widely dispersed. What bothers me is the difficulty of trying to create a system that will give equal access to the people out in the far reaches, and even more -- what are their information needs that will call for, let us say, a democratic approach towards information?

It is quite possible that the fact that they prefer to live in such areas means that they are not necessarily completely interested in having that full flow of knowledge that people who move in towards the centers where such knowledge can be obtained have.

Have you kicked that around at all in your thinking?

MR. SMITH: I guess the answer very obviously would be yes, that the problem is there and we are trying to contend with it.

I don't think that the reason that the people are in the dispersed areas necessarily diminishes their interest in the libraries. They are there for many different reasons. I think that in many cases the accomplishments that have been made in the states, in the regional systems -- we have got regional systems that are larger than Rhode Island and Connecticut, for example.

These systems up in the piney woods in the north area of the state, north part of the state, have got started because they had trustees of the quality of Mrs. Hughes, who would come two or three hundred miles down to the State Capitol and lobby, and it really got started in that fashion, and we have got very strong support for these systems by lay people, lay people in these areas.

The dispersed areas actually got things going before the cities and the metropolitan areas did because they were fat and comfortable, relatively speaking.

COLONEL AINES: Well, don't misunderstand. I don't have the answers, nor am I being critical.

MR. SMITH: No.

COLONEL AINES: I am just trying to understand it.

MR. SMITH: Well, I guess that both of our comments then regarding leadership and help for the statewide community, any sort of research that could be done in this area to provide new ways of serving people, this is something that we can use. Obviously, we are working on it ourselves, and this has helped, to an extent.

THE CHAIRMAN: Carlos.

DR. CUADRA: Have you attempted to get any sort of projects for service for people in the research areas? How do you tell when you have done a good enough job in equalizing access?

MR. SMITH: You can do it statistically, I guess, in a number of different ways, as to the amount of books that would be in the regional libraries, and things of this sort. I think right now that our brightest hope is for our State Library Plan, which is just in the process of being completed, as our population stands at the present time, but there has been a great deal of regionalization and interest in networking and provisions for this, working in the Plan, just like -- the specific standards haven't been established, but the idea would be that there would be several different layers of library service, bringing together now the public library system and the college libraries in far off areas, and using -- cooperatively using all of the materials, providing access through mail, through teletype and telephone.

The problem is one of communications at this point. You may have the materials that are needed, but how a person finds out about it, and this sort of thing.

DR. CUADRA: In a sense that sounds a little bit backwards to me.

I had almost imagined that one might define the targets for services and say that these people in the dispersed areas ought to have A, B, C, D, and then design the system or the procedures or the layers or the plan. And are you saying that you are building the plan first, and later you will define the targets for service?

Is that a fair question?

MR. SMITH: As far as establishing standards first and then working towards them, the only danger there is that you may get caught up in your numbers and work only towards that goal.

I guess the desirable goal that seems to underlie all of our state planning so far is to get this access within a reasonable period of time. The idea that a person within, let us say, twenty-four hours, if you want to put it on a real basis, would have access to information in a pretty wide spectrum, or access to specific books -- and this is what the network hopes to achieve. It hopes to cut down the time between when the individual -- when he is actually going to be able to obtain the material.

The rest of the numbers, I have to admit, we don't have -- number of books per capita, and that sort of thing.

THE CHAIRMAN: All right, thank you, Mr. Smith.

Now we come to Mr. Horner. Willaim A. Horner.

Whereupon

WILLIAM A. HORNER

was called as a witness, and was examined and testified as follows:

MR. HORNER: I am William Horner. I live in a place called Red Oak, Iowa. And I am President of the Southwest Iowa Learning Resources Center, which is a non-profit educational corporation.

And the format, Dr. Burkhardt, is yours.

THE CHAIRMAN: Right. Well, we have your paper.

MR. HORNER: Yes.

THE CHAIRMAN: If you wanted to add anything to what you have said, do that now. And then we will spend the rest of the time asking you questions -- and within the fifteen minute framework.

MR. HORNER: O. K. Well, I am only going to make a couple of comments because I think that questions are better than guys talking.

I just got here an hour and a half ago, I guess. And what I have heard so far really kind of alarms me. I think -- I really don't think, in my frame of reference -- and remember that I am talking now coming from Red Oak; you can guess that isn't a very large place, ten thousand people, and other towns in the Midwest, small rural towns.

And I think really that what I guess I have thought so far is that what we really need in this field are a couple or three Billy Grahams -- just two, maybe three, in the whole country, to start solving our problems.

I don't hear an advocate for libraries and library services. I don't hear any on a national level. And I know that many people are well intentioned when they talk about libraries, and yet I go back to small rural libraries that are doing the same thing they did forty years ago, and I don't think this is uncommon.

I think in the large areas -- and I know there have been successes, and I grant all the little significant successes, but I think that when you really want to talk about giving services to people, some vast overhauls have to be made. I mean really changing things, and I don't mean to sound too radical, except that I think that it calls for radical action.

It isn't just more books we need. And it isn't just making a media collection we need. That is not going to solve it either.

I think that it is a whole different frame of thinking, a conversion. And that is going back to my Billy Graham and I think that there needs to be a spokesman for library services that is heard, and I haven't heard it.

I think that is all that I have to say at the start, and to see what kind of a reaction you have to that -- if any!

(Laughter.)

THE CHAIRMAN: Carlos, to you want to react to that?

DR. CUADRA: Andy does.

COLONEL AINES: I want to reconcile your statement with something you wrote:

> "All too often articles and papers concerning the future of libraries are so esoteric as to frighten librarians away from change rather than urge them toward change. Change must come slowly and methodically, without any noticeable departure from traditional library policies; i.e., serving people with learning materials and providing a cultural input into the life of the community in whatever way fits that community."

And I would like to understand then, if you feel you are going to have to have a radical change and the very people you expect to make that change work, and if you are not going to expect them to make that change themselves, how is it going to come into being?

MR. HORNER: The radical change is not going to be accomplished by another paper or another book. I think that the radical change can come very quietly. The change itself -- the act of changing doesn't have to stir anyone up. In many cases -- in a case in point of the librarian that I referred to in the paper, would hardly have to upset her board of trustees or herself to bring about the kind of change I would hope for.

COLONEL AINES: Which is what?

MR. HORNER: Well, I think that for just an example and, you know, I would be very, very presumptuous -- more presumptuous than I have been to make the opening comments -- if I said "Now here is the answer", and I don't even mean to imply that.

I just want to give one example.

COLONEL AINES: Give us a lead.

MR. HORNER: Instead of -- for example, instead of buying another copy of another book, to consider buying, say, a potter's wheel and put it on one of the library tables, you see, and a big box of clay that might get on the floor, and that kind of thing.

Now one little tiny change like that might change the whole clientele and the complexion of the library and the people that would use the library. Such a small thing as buying twelve cassettes, and a cassette tape recorder.

And to me this is revolutionary, you see. But it really wouldn't need to stir anyone to the point of alarm. I know many libraries have media collections and again it is commendable.

But again I speak for the hundreds and hundreds of little libraries, you know, out in west -- you know, the boondocks, that are still doing the same thing that they have done for years and years and years. And I just think that change has to come about, and I don't think that federal dollars are the answer necessarily. As everybody has pointed out so far, they sure help.

THE CHAIRMAN: Now, Mr. Horner, I was interested in your description of your Learning Resources Center, which seems to me -- as you describe it -- a rather advanced affair. It serves eight counties. You have got a telephone hookup. I gather that you can deliver materials and things right away there.

Now do the people using this service, do they know what they are ordering? Do you educate them as to what is available and how the materials can be used? Or is it all self-stimulated and then you find out whether you have what they want?

MR. HORNER: Well, we cheat a little bit because the primary users of our library are school districts. And our population is pretty controlled.

That is, we have about a thousand teachers in those eight counties, and they all have a complete catalogue, and they all are very familiar with our system, and they all have daily teaching needs. And we call every building every day and deliver every day.

So we kind of cheat, as opposed to a general population.

THE CHAIRMAN: I see, but this same system could be what you would call a radical agent?

MR. HORNER: Yes.

THE CHAIRMAN: In transforming?

MR. HORNER: Well, that system itself -- as simple as it is -- no computer; we don't have computers, we just have some, you know, good people. It works so beautifully, and yet it is a tremendously radical departure from any other -- most of the school system use in the community.

We usually order things way in advance. The farthest in advance anyone, any teacher, can order any material in our place is two days in advance, and the longest that they can keep them is two days. They don't need them, if they can get them when they want them. That is radical. It is so simple. And this is kind of what I was trying to allude to in the beginning.

THE CHAIRMAN: Right.

MR. HORNER: The most radical changes in libraries could come very silently and very deftly and very quickly.

THE CHAIRMAN: Well, personally I think it is better to do it that way than to wait for a Billy Graham in the field!

(Laughter.)

MR. HORNER: Well, I am still hoping for a Billy!

THE CHAIRMAN: Bessie.

MRS. MOORE: I am an educator. I am in the State

Department of Education.

And you are a rare specimen. I tell you the truth, I wish we had your vision. You don't need us -- you are the one who --

MR. HORNER: Oh, yes, we need you!

(Laughter.)

MRS. MOORE But this, as you say, ordering materials three or four months in advance, which is what I am ashamed to admit my own State Department of Education did.

MR. HORNER: Yes.

MRS. MOORE: Because you are making a very -- you are really contributing to the teaching.

I want to just ask you a personal question:

Have you read S. R.'s recent issue on the change of the school systems in this country? Have you read that? I recommend it to you.

MR. HORNER: No, I haven't read that, and I will.

MRS. MOORE: Because education -- library education -- is further behind than libraries, in my opinion.

MR. HORNER: Well, I am afraid to say they are running a close lap!

(Laughter.)

MRS. MOORE: Well, I would be very much interested in your reading that copy of S. R.

MR. HORNER: O. K.

MRS. MOORE: And send me a letter.

MR. HORNER: All right, O. K.

THE CHAIRMAN: Lou.

MR. LERNER: I just have one question:

I notice that you tell us an exciting, experimental, interesting story, and you are from Iowa. And Mr. West was in here a little while ago, and he is from Iowa, and he was telling us a horror story.

O. K., is it because you are in education and you are getting the money, and he is in libraries, and he is not?

MR. HORNER: Well, I think Vern gets money. I didn't see him on the way out, but he usually does all right getting some money.

(Laughter.)

We have been fortunate in getting grants. The one that I mentioned that we are serving nursing homes and county homes, there is the place where our state traveling library directly participated.

They teamed up with the Commission on the Aging in the State, and then we contributed a third to get that job started. And we are just scratching the surface, but we are providing films to people in forty-six nursing homes and county homes for their enjoyment and their viewing.

And I am just dying to get a little research project as a companion to that, because we have been told by activity directors that people are eating better, their bowel movements are more regular -- and that should be in the record!

(Laughter.)

And their general attitude and conversation pace has increased, because of the fact of getting together in a room! This is caused by a very simple revolution. A few films!

MR. LERNER: X-rated movies!

(Laughter.)

MR. HORNER: A few films made accessible, and a projector. Very simple and very low cost.

COLONEL AINES: I think I understand your secret then.

You are saying, in effect, you are going to have gains. Make them methodical. You don't have to go too fancy in what you are trying to do.

But at the same time, talk tough and make demands and try to get people excited about doing things.

MR. HORNER: And produce results, you know. Very little talk and just get busy and do it, and save the research studies, please.

We have got so much research, in so many quality journals that it is just dying out there. I would hope that we would spend what little bit there is there for some action programs, so that there is a model for someone to look at and say, "By golly, that works. I think we will try it. And it only costs this much."

I see very few of those.

MRS. MOORE: We had the "Green Revolution", and I think your testimony is that we would call this the "Simple Revolution" because it is an intelligent use of simple things that you are talking about.

And here is something that is really quite complex, when you deal with people's attitudes, and their entrenched habits.

MR. HORNER: Well, we get a chance to talk to a lot of public librarians, and I have found those gals to be very receptive, very receptive. They need help. They definitely need help, and solicit help, and want help to get started.

There just don't seem to be very many people around who are willing to share some ideas and get them started.

THE CHAIRMAN: O. K., thanks very much.

MRS. MOORE: Could we dub him "Billy Graham" on the record?

(Laughter.)

THE CHAIRMAN: All right, we now come to Ms. Elinor Yungmeyer.

Whereupon

ELINOR YUNGMEYER

was called as a witness, and was examined and testified as follows:

MS. YUNGMEYER: I am Elinor Yungmeyer. I am Coordinator of Instructional Media at Oak Park Elementary Schools, Oak Park, Illinois.

THE CHAIRMAN: Again we have your paper. Do you want to add anything to it?

MS. YUNGMEYER: If it is your pleasure, you could ask questions, and my points may come out.

THE CHAIRMAN: All right, fine. Have we got any? Yes.

MR. STEVENS: May I?

THE CHAIRMAN: Yes.

MR. STEVENS: I know just a little bit about Oak Park, and it is a very special community, and you said in part of your testimony that the kind of project that the K. N. A. P. P. project represented in that community had a salutary effect, and you suggested that that same kind of thing might go on in other communities with some benefit.

And I wonder if you might say how exemplary projects would fit in ghetto communities or rural communities and how you think the effects might -- well, something of how much this Commission could springboard its further work?

MS. YUNGMEYER: My testimony was to the project that you are describing. I think I was attempting to say, the limited chronological impact on school library development -- I think that one such school library project; the eight school library projects funded by the K. N. A. P. P. program have been drastically cut back and curtailed since the funding has been withdrawn, so I made a point in my testimony, which was that I felt that funding for demonstration projects should be of a kind which would enable an already existing program to be evaluated, to be visited, to be written about, and to be communicated about, not only to the library public, but to whatever publics, such as the school libraries and the education community might be.

In other words, I am suspicious of funding demonstrations which are going to collapse, once the funding is withdrawn.

One of the problems with the K. N. A. P. P. project was that people would come to visit a project and say, "Well, sure, we can do that, but look, we have got to have a million and a half dollars to do it with."

And so I think that the point is that I would like to reinforce that I think that demonstrations are very valuable by actually being there and demonstrating, but that this has to be shown to be something that an average community is able to support for itself, that the demonstration funding would go to, say, in-service training of people who come to visit something, to tell them what to look for, keep them there for four days, bring in people who are able to communicate to the visitors to the project what impact, say, the audio retrieval center at Oak Park High School has had.

Does that give you more of an answer than you want?

(Laughter.)

THE CHAIRMAN: Yes, you make some reference to children's libraries. You know, of course, about the proposal that was put forward in New York State?

MS. YUNGMEYER: Yes.

THE CHAIRMAN: By the State Education Department, incorporating the children's libraries in the schools and not having separate children's libraries at all. I imagine you have an opinion on that?

MS.YUNGMEYER: I have an opinion. I also have an opinion that we probably need this kind of pilot demonstration very badly, because we don't really know what the most effective service patterns for children are.

I have some personal biases from the public school situation, but there is a real poverty pocket in library services -- these are the areas that get cut first when there is a personnel crunch or a financial crunch, the service in the area of service to children.

I think that it is essential that we do do what we can to find out, to bringabout service to all children, but I think that we need a number of demonstrations, or maybe a nother design, because I don't think we know the answer yet.

THE CHAIRMAN: Yes.

MR. BECKER After you said --

THE CHAIRMAN: Go ahead.

MR. BECKER: I was going to ask, Elinor, after you have had a demonstration and it has been successful, what is the most effective means, you feel, for getting the results of that demonstration down to the profession and useful elsewhere in the country?

MS. YUNGMEYER: I think that the techniques that the K. N. A. P. P. people used concerning school library projects were very good, but they were limited and their real impact was within the library profession, and while there was a substantial amount of publications -- print and non-print both -- directed at the non-library field, their usage, as far as I am aware, was somewhat limited, and I think that it was more a matter of distribution rather than production of materials.

I think that I indicated in my testimony that one of the things that concerned me about the K. N. A. P. P. project was that in the design of the project some sort of measurement, accoutability factors, were not built into the project, so that you were not able to say specifically, "This is what happened in Provo, Utah, because we had this kind of a demonstration in our schools. And this is what we think might happen in other schools throughout the country because of this kind of demonstration."

So it is more a matter of distribution and content of what you have to say.

THE CHAIRMAN: Carlos.

DR. CUADRA: Would there have been any use of considering something like a road show in which members of the staff went to twenty cities to describe the project and try to relate it to the people in other areas as an alternative to having people come to you?

MS. YUNGMEYER: I would prefer video tape or film for that sort of thing. I am not certain about the effectiveness.

In terms of schools, my educated guess would be that this would not be a particularly successful way of publicizing new techniques. I think that a tape of the actual programs, which people could look at, and someone to accompany the tapes to explain details, would be more effective than having six people sit up and say "Now I do it this way."

THE CHAIRMAN: Of course, that is on the assumption that it works.

MS. YUNGMEYER: Right.

THE CHAIRMAN: Some of these things don't work, but you still want a record.

MS. YUNGMEYER: Yes.

THE CHAIRMAN: And you still want some kind of evaluation, so you can learn from it.

And I thought what you were getting at was that this component ought to be put right into the project, to start with.

MS. YUNGMEYER: Absolutely. Thank you for bringing this up.

Because it is a defect on our part that we have operated by intuition and tradition and don't really know, in many cases, what we are talking about.

THE CHAIRMAN: Miss Scott.

MISS SCOTT: You mentioned that statistics relating to school libraries were inadequate.

Have you any idea for the improvement of these in the data gathering process? Or is this jurisdictional?

MS. YUNGMEYER: Well, more forms, more simplified forms!

(Laughter.)

I wish I had the answer.

MISS SCOTT: Is this basically where you get the information on schools, the jurisdictions involved perhaps?

MS. YUNGMEYER: Well, as far as school libraries go, it has to be very superficial, the kinds of information they ask for.

MISS SCOTT: Yes.

MS. YUNGMEYER: I don't actually know whether there has been any data gathering or school libraries other than their efforts. The last U. S. O. E.-gathered statistics, I think, were before '65, and at that time this was a random sample -- and they are also two years out of date by the time they are published.

MISS SCOTT: Have you had any educational association attempt to do this?

MS. YUNGMEYER: One thing that has improved the situation -- but it would be difficult to get a national picture.

THE CHAIRMAN: Yes, Carlos.

DR. CUADRA: This isn't really part of your testimony that you have, but what do you think is the desirable relationship between school and public libraries ten to fifteen years from now?

(Laughter.)

MS. YUNGMEYER: That is a dangerous question!

I don't know, for the reasons -- one of the reasons being that which I have advanced. I don't think that we really know enough to predicate a possible solution. I am of the opinion that there are some options and alternatives, in terms of relationships, that we don't yet know about, that cooperation as we now conceive of it may not be the optimum method now or in fifteen years. I am not sure that this answers your question.

DR. CUADRA: It did!

THE CHAIRMAN: Any others? Well, then thank you very much.

Ruth W. Tarbox is next.

Whereupon

RUTH W. TARBOX

was called as a witness, and was examined and testified as follows:

MS. TARBOX: I am Ruth Tarbox, the Executive Secretary of the Children's Services Division of the American Library Association.

THE CHAIRMAN: Now would you like to start off by saying a word or two in addition to what you sent us, or do you want us to start right off asking you questions?

MS. TARBOX: I would like to begin by making a few comments based upon what I have heard today.

THE CHAIRMAN: Please do.

MS. TARBOX: In your testimony.

Because of the many references to library improvements in the previous testimony, and questions directed by Commission members on this, I would like to reinforce my continued concern about education for library services to children.

The preparation for library work with children must relate to today's needs. And it ought to include not only courses in child psychology and materials -- both non-print and print, of course -- but also courses in management, community relations, programming for services outside of the library, and the recognition of current concerns, such as environmental controls.

Personnel with special skills and interests are needed in this area of library service. I share Ms. Casey's concern about the selection of students. It does require a special concern and interest for work with children in any type of library.

And I urge the Commission to encourage and support a review of present content in library training programs for librarians who will work with children -- hopefully to be followed by some evaluation and recommendations.

Then there was an implication that L. S. C. A. funded programs have usually reinforced the traditional in library services. I would like to note that this has not been the case in many of the programs that have been funded by L. S. C. A. relating to services to children and young people.

For example, the program that was carried out in Baltimore that was reported in the little piece that I sent to the Commission with my testimony, "Community Action -- Action for Children" -- would you refer to that as traditional library programming?

And there is at present a program going on in Winston Salem, North Carolina, that is referred to as P. L. A. C. E. -- Public Libraries' Action for Children's Education, which is a very exciting program, and it is certainly not reinforcing any traditional programming

Most of the programs that we hear about that have been funded for children and young people, have been quite innovative.

Now we have a great need relating to these programs. And that is for a reporting on all of these outreach programs, and an identification, and an evaluation. There is none available, and this is something else that the Commission could help secure for the profession.

I think that this is rather closely related to the information regarding user groups that Mr. Wedgeworth referred to -- the library without walls.

Children and young people today are intent upon "doing their thing", so to speak. And library programming, I believe, can fill a void by giving opportunities to them to act constructively rather than destructively and to participate in creative programs either singly or in groups. In this way librarians and libraries can be active agents for positive change. They can take leadership in a community to coordinate the efforts of all groups and agencies that are concerned with children towards serving children.

The White House Conference report in the section on parents and communities, did include the recommendation:

> "Libraries should be required by state library agencies to initiate community surveys, to determine the kinds and quantities of materials and services available, and to identify gaps in such materials and services."

Before that kind of a program is likely to become a reality, there does need to be leadership at the state level, and we do not have in all of our states strong consultative advice on the state agency staffs relating to work for children and young people in libraries. This is another area where I think the Commission might be able to help.

THE CHAIRMAN: Ms. Tarbox, as an expert in this children's services in libraries, do you think that children can be better served if their libraries are connected with the schools, or independently, or how?

MS. TARBOX: I am not so concerned about which agency serves them.

My major concern is that they have access to the total programming that libraries can give them that are unique and that theymight not receive through other agencies. I think that the agency in a community serving children depends upon the community. In some communities, maybe one agency could take care of the total needs. In others, agencies -- maybe two or more than the two coordinating. It seems to me that I doubt that any single pattern is best for all communities really.

THE CHAIRMAN: I gather from --

MS. TARBOX: I join Ms. Yungmeyer. We don't know. We need pilot studies and evaluations.

THE CHAIRMAN: I gather from your paper that you think that it is more getting to be with the needs of the case.

MS. TARBOX: That's right.

THE CHAIRMAN: And work out, and then the question of the agency supplying those needs can be settled later.

MS. TARBOX: That's right, this is --

THE CHAIRMAN: It is not an abstract question of, where should they be?

MS. TARBOX: No, no, this is correct.

I do think that in many communities, and probably in most communities -- certainly in the smaller communities and middle-sized communities -- the library is the agency that might best take the initiative and bring together all groups from a community to make an inventory of what the children in that area need, and to set up an evaluation for themselves, and then make a study as to which agency might assume responsibility for serving the various needs.

I do think that librarians working with children and young people, they are doing this but not all of them are -- need to have support and time to do more than ever, working with other community groups. They need to work with the church groups, with the Girl Scouts, with the Boy Scouts, with every agency in a community serving children.

THE CHAIRMAN: Bud.

MR. VELDE: Do you find that the children's services are the first curtailed in times of economic stress?

MS. TARBOX: Unfortunately, we have seen this throughout; we know that they are one of the first. And that is true in all types of libraries.

In the schools, if they need an extra classroom, they are more likely to look at the library and to take the library and assign the librarian to a teaching situation. In the public library the same thing is true.

THE CHAIRMAN: Kitty, did you have something?

MISS SCOTT: No, not right now.

MR. BECKER: Ruth, you have heard some suggestions this afternoon about the public library extending its responsibilities -- the potter's wheel.

MS. TARBOX: Yes.

MR. BECKER: Maybe a computer terminal, teaching the illiterate to read. Do you feel that these are natural responsibilities for the library?

MS. TARBOX: Oh, I do. And wherever there are -- I didn't have anything about the new P. L. A. C. E. program except the newspaper clipping, but here is a photograph, "Kids love library now." Well, they are doing their stuff.

Toys, for example, are being added to the collection of many libraries for children. I mean, they are circulating toys, games, and in this new project in Winston Salem there is another illustration here --

MR. BECKER: Yes.

MS. TARBOX: Of some youngsters playing games in the library.

MR. BECKER: This is widespread or becoming so?

MS. TARBOX: It is becoming more so.

MISS SCOTT: Toy libraries, however, have been developing outside --

MS. TARBOX: Yes.

MISS SCOTT: Of the traditional library structure, is that correct?

MS. TARBOX: Oh, well --

MISS SCOTT: The toy lending?

MS. TARBOX: In many libraries they are doing it within the library.

MISS SCOTT: But sometimes individually?

MS. TARBOX: Sometimes, yes.

We need a record. We need a reporting of all of these new developments so that everyone can know about it and be encouraged. We do the best we can with our little publications.

MISS SCOTT: You would like to document?

MS. TARBOX: Yes.

MISS SCOTT: Document the programs, is that correct?

MS. TARBOX: Yes, that's right.

MR. VELDE: I was wondering if you would feel that the best way for the Commission would be through the State Library and just hope that they would have a consultant on their staff that would?

MS. TARBOX: Yes, this is one thing that the Commission certainly, it is appropriate for them to do, and I think that although it is dangerous to make general statements, that where there are innovative programs in libraries, you will usually find that there is strong leadership at the state level to encourage and support. This is not always true, but this is very frequently true, and this strong support at the state level is very important.

MISS SCOTT: Would you care to comment on the "Right to Read" Program, and how you think it affects school and public library service to children?

MS. TARBOX: Oh, well, I think it is -- I was going to comment on that. I think that one of the things that we are all concerned about, and that we would hope would be, is that the "Right to Read" Program would achieve its goal in high degree within its time limit. Certainly this is important to librarians.

When Dr. James Allen made the first statement that started the "Right to Read" Program several years ago, those of us in the library profession were very pleased to note that he underlined the concept that the right to read included and meant as much the desire to read as the technique of reading. And this is the very special responsibility of librarians, I think, in this total program.

THE CHAIRMAN: Well, if that's all, thank you very much.

Mr. Thomas Brown.

Whereupon

THOMAS M.BROWN

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Mr. Brown, would you identify yourself?

MR. BROWN: Yes. I am Thomas M. Brown, the Head Librarian at New Trier High School West in Northfield, Illinois. I am a member of the Illinois State Library Advisory Committee, and Chairman of the Ad Hoc Committee on Manpower Utilization and Training of the Illinois Library Association.

THE CHAIRMAN: Good. Now you have sent us a paper and would you like to add anything, or stress any particular aspect of those comments that you have made before we ask questions?

MR. BROWN: I really don't believe so. Any comment I might make might take hours and go beyond.

THE CHAIRMAN: All right.

MR. BROWN: I am, of course, much interested in the way in which we use library manpower, and with the inefficiencies with which we have used librarians in the past, and in which librarians have allowed themselves to be used.

THE CHAIRMAN: Yes.

MR. BROWN: I think this is both a personal and a professional concern.

THE CHAIRMAN: Could you give us a little advance information about your Task Force that you have been working with and the study that you have?

MR. BROWN: Yes. This is a five-year project. It started off very simply at a time when we thought we had a major shortage of librarians, and we were somewhat convinced that administrators were assigning librarians to do the kind of work that clerks could do, and that therefore perhaps the shortage was not as real as anticipated.

We began to do some studying of librarians and of the tasks that were involved in these libraries and we employed a consultant to go into a number of libraries here in Illinois and identify some eighteen hundred separate tasks that are performed in a variety of libraries, and rated these according to the kinds of training they required, and the kinds of skills generally they required, in developing some 400,000 pieces of information, which, as a result of this, we recognized could not be in itself used by the profession and we asked the consultant to try and make a model with these tasks and come up with something that the librarians could use, and we are now in the process of taking these final models that came in that the consultants have looked at, and putting together a handbook that librarians and library administrators could use to evaluate in their own libraries, to determine whether or not these are based on the realities of the kinds of skills and backgrounds that must be had for a particular task.

This we hope to have available by late summer. We are currently in the process of testing it in several state library meetings.

One librarian in each of Illinois, New York, and California, will be asked to look at our draft document in the course of the next two months, and then we will revise it for final publication.

It is only one technique -- and we keep saying this -- it is only one technique for the use of staff. It is going to take time, and people are going to have to read the document. It will not be an instant process.

But if people care about the goals of libraries, and will look at the goals of libraries, they can, with our document, we believe, make better use of the staff that they now have available, and extend their services beyond what they are now doing.

THE CHAIRMAN: Do you have a question, Joe?

MR. BECKER: On a different topic, Tom, you speak of cooperative resources.

Could you expand on the notion in your paper of linking the high school to the college and the university and kind of describe the educational benefits that you perceive from that kind of a relationship?

MR. BROWN: Yes.

MR. BECKER: From the students' viewpoint?

MR. BROWN: Right. It seems to me relatively clear at the moment that all of us are scared to death of very much cooperation because of the very high financial costs that are involved in cooperation, in sharing the personnel and having personnel available and so on.

But at the same time, none of these institutions -- public, university, and school -- can do the job which is necessary for the individual patron.

The unique role, I feel, of the school -- at least, on my level -- the secondary school -- is to develop the kinds of skills that will make a good, a sophisticated, library

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This is what we do not have now. Colleges are constantly coming back to us and saying, "Your students don't even have the slightest notion of using the card catalogue, let alone some of the more sophisticated tools of bibliographic control." This is something that we can do uniquely well. But we can't do it with minimal resources. You really can't train a kid to use his imagination heavily if your own library has a very, very limited collection for him to explore. And it seems to me that that is one aspect. That is simply the training in the use of libraries.

Another has to do with the fact that we are trying to do much more work with individualized instruction. And many of our young people are able to go far beyond the confines of the classroom content and should be encouraged to do so. And here again the resources that an individual library -- even one like mine, which is relatively well supported -- will have available are not nearly enough.

A student who would want to go far beyond the level of science that we have in our library -- and my collection is fairly good in this line -- should have access to Argonne, if he can use the materials there.

But also, if he has the ability, the technique, for going into that library, without eating up the time of the librarian there to teach him how to use a more complicated library.

So this is an interrelated process. Is it clear what I am trying to say?

MR. BECKER: Yes, thank you very much.

THE CHAIRMAN: Lou.

MR. LERNER: I want to get back to the uses of personnel and manpower.

I would have some concern that you would be building into your task system listing certain tasks, for example, which can be done only by a librarian, so that "Oh, well, that can't be done by a clerk. He has got to have an M. L. S., you see."

MR. BROWN: Right.

MR. LERNER: What steps are you taking to eliminate this problem?

MR. BROWN: Our tasks are arranged generally in the order of the manpower policy statement by A. L. A., which, as you would understand, does, of course, relate to the kind of background that you have, and puts it generally in three forms:

The professional.

The sub-professional.

And the clerical.

Now we also say fairly clearly in the document that many libraries are not going to be ill-advised which are going to permit this kind of clear distinction. At the same time, an individual librarian ought to look at his own job, and what he is trying to do, and look at the way we have rated these tasks, and say to himself, "O. K., if half of the tasks that I am doing are clerical, have I not been rather sloppy in my looking at my job, in my defining my own profession, and perhaps I ought to be looking at my situation and seeing where I can extend myself professionally, and forcing someone else to come into the clerical aspect."

We have not made a clear statement that no librarian ever does what we define as a clerical task. You know, every day of my life I sit at a desk and I check out books. I don't like it. This is not a professional task. It is a misuse of my time. But if there is no one else at the moment, the books have to be checked out. And we haven't made that kind of a distinction.

What we have said is that this is a tool to evaluate the use of staff on all levels to be as efficient as we can. Now it is going to be misused, but not because we want them to misuse it.

Is that --

MR. LERNER: That answers my question?

MR. BROWN: All right.

THE CHAIRMAN: Kitty.

MISS SCOTT: How many school librarians would you say are professional librarians -- and I know you have no statistics on this, but what is your best guess -- professionally trained as opposed to teacher trained part-time librarian situations?

MR. BROWN: I am not in a very good position to answer this.

There is a very good review of the situation in Illinois, coming out in the "Illinois Libraries" this month. We have just carried on a very substantial study of the status of librarians, school librarians, in Illinois, and we will have that information readily available.

All of my staff is five-year personnel. I have a staff of five professionals and we are all in this category. I would say in the metropolitan area of Chicago, this is a typical pattern.

It appears to me that downstate and in the more remote areas, it is not typical. But that may be my own urban prejudice. I am a city boy!

(Laughter.)

THE CHAIRMAN: Anyone else? Well, if not, then thank you very much.

MR. BROWN: Thank you very much.

THE CHAIRMAN: O. K., Mr. Joseph M. Dagnese.

Whereupon

JOSEPH M. DAGNESE

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Mr. Dagnese, would you identify yourself for the purpose of the record?

MR. DAGNESE: I am Joseph Dagnese, Director of Libraries, Purdue University.

THE CHAIRMAN: Unless you want to add to or amplify your statement, I think that you can assume we have read it and we can ask you questions about it.

MR. DAGNESE: As inconceivable as it is to those who know me, I am speechless!

(Laughter.)

MISS SCOTT: Can I start off with the Agricultural Library, since he has posed that question?

Why is the National Agricultural Library in need of more support?

MR. DAGNESE: A good question, Kitty.

Our own experience, which had to do with land grant colleges, has been that we have become very interested in international programs, especially in Latin America, dealing with agriculture, and the agricultural prospects, agricultural economics, crops, and so on and so forth.

Purdue has not a good collection in this area, and so we were assessing the resources available to us to see whether or not we would have to do our own thing. Well, needless to say, by the time we looked at Cornell and realized how many millions of dollars had been spent on developing their collection, we realized that we couldn't do anything like that. So we went to the National Agricultural Library.

Now John Sherrod and I have talked about this, and they have held some meetings on this National Agricultural Information Network. But the indications of that, at least, as I understand it, lead me to think that it is not getting good support, not only from the point of view of acquisitions, but from the point of view of cataloging and dispersal of information.

And so I feel that the Library of Congress also, of course, is in a similar boat, and the National Library of Medicine looks like it is doing all right. But of the three national libraries, it strikes me that N. A. L. is in need of support.

THE CHAIRMAN: We visited the National Agricultural Library, and it was a very lightly used place -- at least, the part that we went through. Maybe the network would make it more used.

MR. DAGNESE: Well, of course, this sort of ties in, I think, very closely to the topic that I was addressing and asked to speak to, because networking seems to me to be one form of cooperation, and I would much rather see N. A. L. get its material out to us than for us to get down there to extract it, to try to extract it from that collection. So I would very vigorously support the Agricultural Library information network -- if that is the title.

I think Sherrod expects to call a meeting in October or November of the land grant college librarians to talk about this again.

THE CHAIRMAN: Speak a little more about this problem of the relationship of the university or the research library and the special library in business and profit-making organizations. Why should that be so tricky a thing, simply because businesses are in profit?

It seems to me that they could separate their library materials in a way that wouldn't give away secrets just from the fact that somebody else went into their library or used their materials, but maybe I am naive. What is the real problem there?

MR. DAGNESE: Well, I think that the real problem comes down,as I tried to point out just a little later in the paper, to the fact that the basic collections that the special libraries have -- without any denigration of the special libraries themselves and their collections -- most academic libraries have.

THE CHAIRMAN: As well?

MR. DAGNESE: As well.

What the academic libraries do not have is access to market surveys, to analyses of data, to all of the very, very basic core collections that form so much of the information in a specialized library.

Now as I see it, any revelation of even the holdings of libraries gives away corporate information, if you will, from the point of view that these are areas that they are interested in and can, therefore, you know, be in effect a statement of their interest, and of interest to other companies who might be involved in the same thing.

Now how that affects academic libraries, as I understand it, is quite simply that this collection is not available to academic libraries. As a matter of fact, I don't believe it is available to other specialized libraries.

MISS SCOTT: It is proprietary.

MR. DAGNESE: It is proprietary.

MISS SCOTT: Because of its nature.

MR. DAGNESE: And unfortunately because -- and thanks, Kitty; that is the word that I was looking for -- because it is proprietary, it is not available and it will not be made available, and academic libraries can't hope to put that kind of stuff together.

The business school at Purdue would love to get its hands on that stuff -- as would the school at Harper, I am sure.

THE CHAIRMAN: Joe.

MR. DAGNESE: Because it represents so much of what is going on in the corporate world, but it is just not available.

MR. BECKER: Joe, because of the financial crunch, public libraries like the Minneapolis Public Library, and university libraries, I think, like either S. M. U. and-or Rice, are actually providing services to corporations on a fee basis.

Do you see this as a trend?

MR. DAGNESE: Yes.

MR. BECKER: And has it turned out to be viable?

MR. DAGNESE: What I sometimes -- because of the number of years I spent there -- tend to think about my Alma Mater, M. I. T., has a plan -- well, actually, it is a two-phase plan:

One was sponsored by the library system itself for an assessed fee -- a fee that I always thought was too low -- and on this, they were given "X" number of cards which their people could use to withdraw material from, and they had total access to the collection with the same limitations that the collection offered any of its users.

On the other hand, M. I. T. had an industrial liaison office which, for much more magnificent sums of money, the companies were able to buy into many, many services of M. I. T. -- one of which was the library services.

So this seems to me to be the way that it probably has to be handled, Joe, that because it is a non-profit organization dealing with a profit-making organization, that the profit-making organization probably ought to pay for its services.

And I believe, Chuck, didn't Stanford copy their program from M. I. T.?

MR. STEVENS: Yes, similar.

MR. DAGNESE: Similar, that is, but on the same basis.

So this is the way it seems to be going. And again it sounds like the clash -- you know, but I don't know any answers or any alternatives.

THE CHAIRMAN: Kitty.

MISS SCOTT: It will, obviously, be extended beyond the profit-making to the non-profit making type of organization.

MR. DAGNESE: Yes, but, you see, this enters into another area --

MISS SCOTT: Why does it?

MR. DAGNESE: Where this gentleman's kind of agreement comes into play.

MISS SCOTT: Oh, oh, oh!

MR. DAGNESE: That is a little more tricky; that is a little more tricky.

Now the old -- State Services?

MR. BECKER: Technical Services Act.

MR. DAGNESE: State Technical Services Act -- was in part an answer to that.

As a matter of fact, just yesterday I received notification from the State of Indiana that they were going to give us $8,000 to continue our program to be a liaison with private industry.

Well, at the rate we pay assistant professors on the library staff, plus clerks, plus overhead, plus supplies and everything else, you see how precious little this is going to do. But we have made attempts, even though the federal government has pulled out of this program, and Indiana is supporting this, privately, to try to do this, and it seems to me that this may be a possible answer to having each individual library hammer out its own, whether it is five hundred dollars or a thousand dollars.

COLONEL AINES: May I inform you that although the State Technical Services Act is as dead as a dodo, as you know, there have been recent actions taken, programs that have been started, one at the National Science Foundation, another at Commerce -- which applied it to industry largely, which would have forty million dollars, I believe, attached to it.

Also, in S. 32, the enabling legislation for -- the legislation for the National Science Foundation, the bill has been passed by the Senate and it will be coming up before the House on the National Science Foundation programs, which will have over a billion dollars -- now we are getting about 600 million -- a billion dollars, and a large slug of that is going to be on a program which will have a counterpart tie-in with what the State Technical Services used to do. So you might keep your eyes open and gain grantsmanship!

(Laughter.)

And maybe something will happen, if you will, indirectly.

MR. DAGNESE: Well, that is very encouraging.

DR. CUADRA: Question.

THE CHAIRMAN: Carlos.

DR. CUADRA: Your paper refers to a "truly successful national library system". It says "if this is ever to come about" and so on. And I am kind of interested in what that conjures up in your own head as you wrote it.

MR. DAGNESE: Where did I say that?

(Laughter.)

I think you must have the wrong paper, Carlos!

DR. CUADRA: "If we are to see the evolution of a truly successful national library in this country, it will be necessary to have --"

MISS SCOTT: You did say that, didn't you?

(Laughter.)

MR. DAGNESE: If you say I said it, I will try to expand it.

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MISS SCOTT: What page is that on, Carlos?

MR. VELDE: What page?

THE CHAIRMAN: He doesn't say that. He just says that --

DR. CUADRA: As long as he is willing to expand on it!

(Laughter.)

MR. DAGNESE: Oh, no, no, you can't cut me up that way, Carlos!

Well, you know, actually I guess I had better not, because the end to which I was addressing myself in this paper was cooperation, and I have become cynical enough about cooperation on any level to think that it has to be bought, that it has to be paid for, and that the whole idea that we will cooperate because we are gentlemen or gentle ladies or gentle persons, and that we respect each other's needs for information, is probably something that is past.

And I think that it has been pointed out with some reasonable documentation that federal funding by itself has produced a burst of cooperation, but once the federal funding has been withdrawn, the cooperation tends to wither away at the same time.

So I see, for example, both on the level of cooperation with the specialized libraries, such as The Newberry, and indeed I was glad to hear this morning that Mr. Towner says that "You don't have to give me any money; just give me the legislation" and he will go out and get it.

But as I pointed out, at the John Crerar Library, Bill Buddington's library, has just instituted for the first time a fee for participation in this library. It is only a hundred dollars, but it is a beginning.

And at the same time I don't see why libraries shouldn't be prepared to buy access for whatever amount of money into the great national libraries such as the Folger, the Newberry, Crerar and so forth.

On the other hand, cooperation with the profit-making organizations bears the same kind of implication. So I see it as a fiscal matter, the issue of cooperation.

THE CHAIRMAN: One more question.

Chuck.

MR. STEVENS: Joe, is it the fiscal matter that prevents access to the special libraries?

That is, if Purdue went to the Shell Oil Company and said, "We don't want to look at your proprietary materials, but we will give you a fee if our research workers can use your marketing and oil shale and other materials that don't prejudice it, but that cost you money," would Shell let us in? Or would the advertising agencies let us in? This is the question that I think is a serious one.

We have always brought up the proprietary business, but is it really that, or if we would pay our way in, would they let us in as public citizens working through public libraries, school libraries, academic libraries?

MR. DAGNESE: I guess I don't have enough feel for their response to this.

MR. STEVENS: We heard from other testimony today that -- I think the word he used, and I have never heard the phrase before, was "stone overhead" -- that they look at their libraries as a kind of an overhead expense, and that more public demand means more overhead expense, and they see no production, and therefore they keep the public out.

And if you can reduce it from the overhead to at least a break-even point, maybe they would let the public in through other libraries, or individually. And I think that we need the answer to that question, because they are unique resources.

MR. DAGNESE: Yes.

COLONEL AINES: Just one thing that follows this line of inquiry:

Joe, don't you think that it is necessary for us to agree -- I am thinking of the section you have on the future, which opens up some Pandora's box materials for us -- don't you agree that the price of moving into networks, into consortia, into the sharing of resources, into the operation of large-scale efforts that are expensive and therefore call

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for management action, isn't it inevitable that we are going to have to start taking some of the dollars for our own operation and transfer, get services that are being produced by other groups cheaper and better than we are doing?

MR. DAGNESE: Yes, I absolutely agree with you, we might, but I think that it has been reasonably well documented, perhaps with the one exception of -- I don't want to pull the sections out of the bag, but certainly the Ohio College Library Center is a case in point, at least as I understand the operations of it.

But that becomes a bare issue that for Purdue to plunk down $50,000 a year out of its library operations to have that particular piece of its operations done by Indiana University becomes a critical issue because people somehow or other don't want to do that. If they can get Uncle Sam to give it to them, they will do it, or if they can get N. S. F. to give it to them, they will let it be done, but when it has to come out of their actual budget and they have to give up a piece of autonomy for their own system, then they balk at it, and I think that it is the human condition that prevents these things more than anything else.

THE CHAIRMAN: Well, thank you, Mr. Dagnese.

MR. DAGNESE: Thank you for letting me appear.

THE CHAIRMAN: We are running pretty well on time again. We skipped a session.

Fred Wagman.

Whereupon

FREDERICK H. WAGMAN

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Fred, will you read in who you are and what?

MR. WAGMAN: My name is Frederick H. Wagman, and I am Director of the University Library at the University of Michigan.

I am appreciative of your invitation to be here and to add a few comments to the written testimony, if I may be permitted to do so, before the questions.

As you may recall --

THE CHAIRMAN: Excuse me, Fred. Can you all hear back there?

Pull the thing a little closer.

MR. STEVENS: Your chair will move easier than that will!

(Laughter.)

MR. WAGMAN: As you may recall, my written testimony was pretty well divided between problems of the research and university libraries, bibliographic access, and physical access, and I talked at some length about the fact that the shared -- program is probably the greatest advance we have made in the area of bibliographic access, certainly within my lifetime and longer.

I will give my attention, however, to the fact that this was not a complete program -- as indeed it is not -- and certainly we need to do everything we can to extend it as far as possible. There is still room for expansion.

I mentioned also that there had been in recent years a tremendous advance in that a government agency, one central agency, undertook the authority and with the necessary financing, to index the literature of a very broad field, to train librarians in the exploitation of that literature, and training of research collecting so that programmers could then search the computer which contained the indexing information, and had developed on a regional basis a service to the whole field of medicine, which was really quite astounding, and which is now still growing.

This is the M. E. D. L. A. R. S. project, as you know, which has now become the M. E. D. L. I. N. E. project. It is a marvelous example of what can be done, given the financing, given the will to do it, and given the centralization of authority to undertake and develop such a program.

On the other hand, we have a very poor situation with regard to other indexing services. The data base problem, as it is known in the library service, is becoming extreme. There are roughly at least some eight or nine or ten such services conducted by the American Institute of Physics, Biological Abstracts, Previews, Chemical Titles, Chemical Abstracts, Condensates, the Reviewing Society's Comp Index, Psychological Abstracts, E. R. I. C., Government Report Announcements, in addition to M. E. D. L. I. N. E., and we also have the compacted Census tapes, which libraries are trying to exploit.

Now the situation is right now that in most places the libraries have nothing to do with these. It took me some time to find out which of these services were subscribed for on my own campus. I found out there were three. They were in different departments on the campus. Other departments didn't know they were there. These things have to be centralized in libraries to be exploited properly, but we have to train the librarians in how to get at the information and to fit that information into the service for the campus as a whole.

There needs to be some coordination between each of these programs differently. Each of these is on its own. There is no standardization. And although I foresee great difficulty here in trying to get this coordination -- that some are governmental, some are learned society products, it seems to me that we need some leadership here to try to effect some rationalization of the whole problem.

Now I mentioned -- or I did not mention and I should have, I think, that we need some more effort in promoting the national serials data bank, which is not yet far enough along, to push it a great deal farther than it has been pushed so far, but with the effort of the two national libraries -- there is still a great deal of room for improvement there.

One of the things, one of the developments of recent years that seems to me to be most favorable and quite exciting, has been the dramatic development in Ohio, under Fred Kilgour's leadership -- he is in the back of the room and I hope he won't mind my embarrassing him -- this is really quite inspiring and a quite remarkable development in which the libraries of Ohio are benefitting from a centralized service in the production of catalogue cards and the developing, in addition, of other bibliographic services, based on computer utilization.

I am sure -- and already we are beginning to get spin-offs from this. Other regional groups are undertaking similar projects, or planning to. Mr. Kilgour has been very helpful to them, but it seems to me to be a very good time to see what can be done about the standardization of programs, hardware, and so forth, in the country, before we start having problems about compatibility.

Now in the whole area of physical accessibility, I talked at some length about the central lending library for journals concept. Gordon Williams, who also is in the back of the room, took the lead in this, and has been authorized to try to find some basic support to get the project going.

He would like to set up something which would be the equivalent of the National Lending Library in Boston Spa, England. I am hopeful that he will get the money and get the project going.

But I am quite sure that he will never get the money to continue it at the rate that it should be continued, and at the level of operations that is necessary. This would be a service in which practically all serials are available in one central place for loan to the rest of the country. It will be enormously expensive, and an enormously complicated undertaking, and it is certainly going to take funding, it seems to me, from the federal government, if it is going to succeed.

One of the things that is perhaps not clearly understood in this is that it will be even more helpful to the smaller academic institutions and to the public libraries than it will be to the very large university libraries. If I have room for over three thousand journals in my medical library alone, an average small college library certainly has a very small number, and it would benefit greatly -- faculty and advanced students would benefit greatly from such an undertaking.

But we need, it seems to me, more stimulus for the development -- and here I get away from the selfish view of the university library to the problem of what university libraries can do for the other libraries in their own states and their own areas -- we need a stimulus for the development of a network in each state which will insure that the major research library or libraries serve as a resource for all of the people in the state.

I know that Illinois has quite an advanced system here. We have something of that sort in Michigan whereby the public libraries and the junior college libraries, if they lack a book that they need, can apply to the state library, and if that doesn't have it, they can apply to the University of Michigan Library.

We are planning to bring other university libraries into this. The university and college libraries apply directly to our university library, as a major resource in the state. We hope to bring in the Detroit Public Library and the three other large university libraries.

The state is providing the staff for this service at the University of Michigan. Without this, we simply couldn't undertake it. It is a very active, very busy, and extremely successful arrangement, and it seems to me that there should be something like this everywhere, and not just in a few states, as is the case now.

One of the things that is so obvious that it just almost shouldn't be mentioned again is that the university and college libraries are suffering very greatly right now as a consequence of the fantastic inflationary spiral, and the fact that the number of actual dollars available to them for the purchase of books and journals has been, in many cases, has been decreasing. My institution, for example, has fewer actual dollars today than it had four years ago.

Federal funds have pretty much evaporated for the large institutions. The foundation support has decreased in many instances. And appropriations from state governments have declined rather than increased relative to the cost of operation these days.

This is in the face of the fact that two years ago the journals that I subscribed for in my library increased by twenty per cent on the average. The medical journals that I subscribed to increased by thirty-four per cent in one year. We have had -- this has been an exception, but we have had other very large increases in recent years, and as I say, we face this with less actual dollars than we had four years ago. I cancelled over two thousand journals in one year recently, just trying to make ends meet. And I think that sooner or later we are going to have to appeal to some central source and to the federal government for increased aid for just this reason.

I talked about the problem of preservation and the fact that we have not yet made adequate progress in what is becoming a more and more urgent problem.

I did not mention that the Library of Congress now has established a laboratory to work in this whole area and has some hopeful research undertakings there.

But it may very well be -- I would hate to venture to predict what will happen in this area or science and technology, but it may very well be that they will find solutions. But I should not be astonished if, in the long run, we did have to rely on the use of the microform technique in order to preserve a very great part of our collection.

It is going to be a very difficult undertaking. It is going to involve so much. It is going to involve hard decisions not to film everything. It is going to involve a great deal of money, and a great deal of effort, and a great deal of cooperation, and it is going to involve a great deal of funding, it seems to me, by the central government, by the Government of the United States, or else we are going to lose a very considerable part of the record of the past from the year 1870 on to the present.

I would like to presume on your time just to make one more comment:

I have discovered that I am one of two people testifying who is a member of the National Book Committee. And I should like to say a word or two about this non-profit organization which has a membership of close to two hundred editors, writers, publishers, people in public life, the purpose of which is to protect the freedom to read, the philosophy of a lifetime reading habit in the interest of developing an informed citizenry, promoting books in libraries.

The National Book Committee, as you know, promotes National Library Week, the National Book Awards, and the National Medal for Literature. It holds conferences on the development of the reading habit, on the use of libraries, on bringing books to the people of the United States, and on developing readers among our semi-literate and our underprivileged.

This work is in the public interest. It shares goals of the Library Movement and with the National Commission. And I hope that the National Commission will see the opportunities as they occur to involve the National Book Committee in its undertakings and to call on them for assistance.

Its President, as you know, is Roger Stevens and Harrison Selsbury and William Brinkliser are Vice Presidents and John Francis is Executive Director.

THE CHAIRMAN: Mr. John Francis is going to be testifying for us in October.

MR. WAGMAN: Oh, good. I am glad. Glad to hear it.

THE CHAIRMAN: But I am glad you put in the plug for it.

Questions?

MRS. MOORE: I have one.

THE CHAIRMAN: Yes, Bessie.

MRS. MOORE: Dr. Wagman, you operate one of the largest university libraries in the country, and one of the best and most sophisticated operations, and you are one of the best and most sophisticated librarians.

I would like to ask you this question about the role of the state libraries in providing library services to the people of Michigan, or any state, as it relates to total library service, and how should the state library complement or supplement the role of the university library?

MR. WAGMAN: Well, the state library has the first line responsibility to supplement the public library service in the state. And it does so.

Ours has a rather extensive collection in Michigan with over a million volumes. It acquires a very sizable percentage of current publications, which are American publications, and it does give a very good backup service.

Beyond that, where it cannot out of its own resources undertake to provide the service, it relies on, as I said, our library.

Now the state library also, of course, has a very important consultant service in the state. They develop the public library services. And it is the major agency in the distribution of state aid in the state.

I think that these functions are all correct and proper, although I must say that the public -- that the state libraries in some states have been having difficulty justifying whether or not they also are public libraries in the sense that I mentioned, but I think that they have to be.

THE CHAIRMAN: Fred, if the Williams and Wilkins copyright question is upheld in the way that it has been so far, what are the consequences as you see them for your periodicals, your subscriptions, your services to scholars, and so forth?

MR. WAGMAN: It is going to be probably a frightful headache.

Frankly, the thing that bothers me is that there is nothing to prevent any important publisher of journals from raising the ante tremendously. Williams and Wilkins, and now Marcel Decker, in case you haven't heard, there is another publisher that publishes these, as Williams and Wilkins, has taken the same route. And this is going to be extremely troublesome. They can come along and charge you double the subscription price or even more.

They can very rapidly just reduce sharply our ability to provide journals at all -- item one.

Item two -- the whole question of interlibrary lending becomes a matter of paying royalties, it becomes a matter of bookkeeping, it becomes a very complicated arrangement or even worse, so it is going to be an extremely great headache.

Of course, the whole thing is the principle that is involved, a violation of the principle that is involved, and it is very troublesome.

What we have done at this point, after inquiring of Williams and Wilkins whether or not they were willing to accept our subscription, but on an individual basis, and being told no, they would not, I simply cancelled.

And I am going to have to do this with Marcel Decker.

THE CHAIRMAN: You are not subscribing?

MR. WAGMAN: Just not subscribing. And if enough publishers do this, we are going to be left without many journals.

I think that the real difficulty that we are in right now is they have very clever lawyers, and they are putting us on the spot. We either support their contention, you see, we either buy their subscriptions on their terms or we don't have their journals. And we are simply not going to have them. This is too bad.

THE CHAIRMAN: At least, you don't get in on the legal spot that way.

MR. WAGMAN: At least I am not in a position of being or having them point to me and saying, "Look, here is a library that subscribes to our acquisitions and are willing to pay the royalty, to pay the fee."

THE CHAIRMAN: Did you have a question, Bud?

MR. VELDE: I was wondering just what the Commission could do to help in the preservation of materials, the deterioration of books?

MR. WAGMAN: At this point -- at this point, I don't know. I think that one of the things that it could do, it seems to me, when we discover how far we can go with chemical and other means, and to what extent we are going to have to rely on microform reproduction of these serials, is to help the Library Association and help the Library of Congress and other interested parties, mount a preservation program and get the funding that is necessary for it, and help in the development of the plan.

Now this is going to be a very complex thing. It is not going to be easy. And at this moment I don't know that you can step in. I am just pointing to the future.

THE CHAIRMAN: Fred, I know that at least four things are going on now on this preservation thing, some of which have been going on for many years -- like the one that C. L. R. supports.

There is the --

MR. WAGMAN: Barrow Laboratory.

THE CHAIRMAN: Yes, Barrow Laboratory.

MR. WAGMAN: And now the Library of Congress Laboratory.

THE CHAIRMAN: The Library of Congress Laboratory, and the Bureau of Standards has been doing things.

MR. WAGMAN: Yes, three of our major libraries have in microfilm the books that every year --

THE CHAIRMAN: But does it mean that these investigations have simply failed in producing any kind of preservative?

MR. WAGMAN: No, far from it. But some of these developments are fairly slow.

Bill Barrow did some great work in determining what it was that caused the paper to deteriorate. You have to know this first.

THE CHAIRMAN: Yes, right.

MR. WAGMAN: He also found a means to de-acidify the paper, so that it would not deteriorate. And I understand that the Library of Congress is now working on one of their projects on the possibility of de-acidifying the paper in books using a gaseous process.

Another one of their projects is to see if they can strengthen the paper that has already deteriorated by some process which I don't understand. I am not a chemist.

But, in any case, whether or not these are promising developments, I don't know. At least, they are starting their investigation in this area. And maybe they will come up with something.

If they don't come up with something that we can use, then it seems to me that we are going to have to go to microfilm. We are going to have to start to do it fairly soon.

So I don't think -- I think that how the Commission conceives of its role in this, I am not quite sure. But certainly it can lend support and it can stimulate, and then when the time comes, it can help try to raise the necessary funds, after planning.

THE CHAIRMAN: Lou.

MR. LERNER: Dr. Wagman, could you address yourself to the need or lack of it for standardization of microforms?

MR. WAGMAN: Standardization of what?

MR. LERNER: Of microforms. You must be dealing now with all kifferent kinds and sizes of viewers and different kinds of things, obviously.

MR. WAGMAN: Well, there are a great many competitive pieces of hardware. Some are better than others, and we just went through the process of determining which of a whole series of microfiche -- you have to buy thirty of them at one crack -- to put the output, the computer output, in microfiche form.

Well, I think that the standards of size are fixed for microfiche. The standards in microfilm are pretty well fixed. We know pretty well what chemical attributes the film should have to prevent its deteriorating. I think that the whole question of readers is much more difficult. I am not sure that I want to insist on anything fixed at this moment. I think that the hardware is developing, and we are getting better readers as we go along.

MR. BECKER: There is an A. L. A. standard, Lou, which has been set which most university libraries follow.

MR. WAGMAN: Yes, the Library Technology Project has passed judgement on the equipment periodically, and we do have, I think, international standards on microfiche now.

MR. BECKER: I believe so.

MR. WAGMAN: Roughly four by six.

MR. BECKER: Yes, it is the reduction ratio.

MISS SCOTT: Magnification.

THE CHAIRMAN: We have time for about two more short questions and short answers.

Carlos.

DR. CUADRA: I concur with your praise of M. E. D. L. I. N. E., which I admire very much.

One interesting thing about that is that the service is offered free. There are a number of other public data bases, such as the E. R. I. C. data base, which are available free, but there is no free service. Should there be free service to educators on public educational data bases analogous to the free data base service of M. E. D. L. I. N. E.?

MR. WAGMAN: Yes, I have often thought that there ought to be a way whereby not just E. R. I. C., but whereby the various indexing services, which are sponsored, at least, if they aren't taken over by specific government agencies which are empowered to do what the National Library of Medicine was empowered to do, make these free so that it could be gotten through the library on a regional basis, and if you have a question, you can send it in to the library, where the question can be phrased properly by a reference searcher who has been properly trained, and the thing is programmed and sends your answer back.

This is working beautifully in M. E. D. L. I. N. E. I think it should not only in medicine but in any other field. It happened to go through in M. E. D. L. I. N. E. because Congressmen generally have ailments, and because Lister Hill was a great mover for it.

DR. CUADRA: You don't die from education!

(Laughter.)

THE CHAIRMAN: Andy.

COLONEL AINES: Just one comment, which I will just say softly, but which may be very loud indeed:

Three weeks ago we had a visit from two gentlemen with a new invention -- a new microfiche reader, which is so revolutionary that the President's Science Adviser came down to look at it, and walked away, stating with great amazement that "This is indeed a revolution". The head of the Foundation also came to look at it.

It is a new type of optic. It is one inch thick, the size of a page, and ultimately can be manufactured for six dollars each.

MR. WAGMAN: We are getting there. Just remember that the late Verner Clapp used to say that the microform would be really successful when you can read them with something like a pair of glasses that you can put on your nose.

(Laughter.)

COLONEL AINES: Well, this is so extraordinary. There is no time to talk about it.

THE CHAIRMAN: You actually saw this?

COLONEL AINES: He brought it in. It has been patented.

MR. WAGMAN: When can we see it?

COLONEL AINES: Ten countries.

THE CHAIRMAN: Well, Fred, thank you very much.

MR. WAGMAN: Can I say exactly one thing more?

THE CHAIRMAN: Yes.

MR. WAGMAN: Referring to the O. C. L. C. project of Fred Kilgour's, one of the things that I should have said is that I think that we ought to have some funds available to help other libraries develop similar systems. These are not available now, because it is expensive to do.

Well, thank you for hearing me.

THE CHAIRMAN: Thank you. Thank you.

Gordon Williams.

Whereupon

GORDON WILLIAMS

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Will you just identify yourself for the recording machinery, and then we can start -- unless you want to amplify or add to your statement, we can start in asking you questions.

Right?

MR. WILLIAMS: All right. I am Gordon Williams, the Director of the Center for Research Libraries.

I think I might not really add anything to what you have, but it might be useful to try to summarize this in about three sentences, or rather to summarize the principles because they seem to me briefly summarizable, and kind of a fundamental base:

The first one is that the national interest requires that all users throughout the nation have ready access to information, and that such access should not be limited to a few geographic areas or to a few elements of the economy, that the volume of information is so large that a great proportion of an individual's needs can be met only through libraries or information centers serving some local community of users. And it is so large and growing so rapidly that even every community of users cannot afford to support for their own use a library information system that would inquire, analyze, organize, and house all of the information to which that community is entitled to access.

There is always one practical solution to this dilemma, regardless of the techniques used, whether it is automated data processing, microfilm, or whether it is in publication form, or any combination of these:

For some system operating nationwide that makes it possible for every library to do two things:

Identify readily the publications containing the information the patron wants.

And then to provide it within a reasonably short period of time, with a copy in some form of all of the publications thus identified.

And practically and economically such a system, it seems to me, can be achieved only by organization and coordination at the national level at the very least, and perhaps international.

THE CHAIRMAN: Have any of the members of the Commission got questions to ask Mr. Williams?

I could start off while they are thinking, Gordon. In your description of your pilot program for periodical lending, I was not quite sure whether you intended to lend out the actual copy or do it through photo-copying. Did you deliberately leave that unclear?

MR. WILLIAMS: No, I didn't deliberately leave it unclear.

We would presently propose to lend the actual fiche. That in fact is what the center is doing in most of its operation now.

THE CHAIRMAN: Right now.

MR. WILLIAMS: The photo-copying in some cases may be more practical --

THE CHAIRMAN: Sorry.

MR. WILLIAMS: All right.

MISS SCOTT: That would require a number of duplicate copies of the thing, would it not? It seems to me that it would, on a large scale.

MR. WILLIAMS: It would require duplicate copies of a few hundred journals out of fifty thousand. If you read the report that was submitted earlier that Fred has, you would know that most journals, the titles themselves, are very infrequently used.

MISS SCOTT: Yes.

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MR. WILLIAMS: The National Lending Library at Boston Spa, for example, reports only eleven hundred titles used oftener than four times a year. And this is the title. Only the title which may have a ten year run is used four times a year or oftener.

Now the frequency of use of any one issue will drop even less than that. So that there are indeed some that would require this, but for the majority not at all.

MISS SCOTT: You retain then on an issue basis and do not bind in volume?

MR. WILLIAMS: Well, there is no need to for this kind of a purpose. It is designed for a different service purpose.

COLONEL AINES: What effect do you think that such developments would have on the future of publications? And what response might be expected from it?

MR. WILLIAMS: That is two different questions!

(Laughter.)

My personal guess is that the effect is likely to be relatively minimal in most cases, and particularly minimal in those cases most likely to make the loudest complaint about the possibility -- the commercial publishers. But in general, commercial publishers enjoy quite a large circulation, quite a heavy frequency of use. They don't fall into this infrequently used category.

Those that fall into the infrequently used categories in the United States, at least -- the situation may differ from country to country -- are primarily foreign language ones -- one very large group, half or more of the publications.

One list I have just seen, for example, identifies roughly fifty per cent are published outside the United States, Great Britain, and Canada, in languages other than English. Their circulation is going to be relatively unaffected at all by this. Rather obviously, their own circulation is national and in their own language.

The one group that might be affected in one way is those publications of societies and associations that are heavily subsidized by the society and the association itself.

On the other hand, an increasing number of these societies are also greatly concerned about the increasing cost of these journals to their membership and are looking for ways to solve this problem -- some other means of distribution and some way of getting the information that really the whole society is after, out to the readers, not necessarily in present publication form.

COLONEL AINES: This might be true of many smaller services.

MR. WILLIAMS: Yes.

COLONEL AINES: But when I reflect on what is happening, let us say, in the chemical field, I am not sure that they would view such a development with equanimity. I am not sure that A. I. D. would take this attitude. And I only bring it up to point out that there are all of these shoals and hazards in any program.

MR. WILLIAMS: You are quite right. There certainly will be ones and they need to be looked at. It is indeed a serious problem that needs to be investigated. But I hope, also, that it needs to be looked at and will be looked at from some point of view of the public interest and the dissemination of information, rather than from the single point of view of the profit of the particular publisher.

I mean, that is an important aspect too, but it is not the only one.

THE CHAIRMAN: Gordon, have you done any test runs on the speed of the mails?

MR. WILLIAMS: Yes.

THE CHAIRMAN: Delivery?

MR. WILLIAMS: Yes.

THE CHAIRMAN: How does it come out?

MR. WILLIAMS: We find that from the Center for Research Libraries here pretty much in the center of the country -- certainly in the center of communications and general distribution of population -- that by using not the mails, unless we are using air mail -- the normal library rate parcel post is very slow. We use the United Parcel Service, and where that is not available, air parcel post. And delivery from Chicago to almost any place in the country by one or the other of these two techniques is three to four days.

THE CHAIRMAN: And it is quite expensive.

MR. WILLIAMS: It is certainly a lot more expensive than library rate parcel post. But it isn't terribly expensive when you are talking about lending journals or even books.

United Parcel Service, for example, minimum rates, I think, run on two pounds, anything up to two pounds, and it averages only some place -- my memory may be inadequate or inaccurate on this, but I think that we pay in the neighborhood of sixty cents roughly for up to two pounds on an average, so it is more expensive, but it isn't terribly expensive.

THE CHAIRMAN: Is the nature of the stuff that is ordered such that speed -- that is, reasonable speed -- is important?

MR. WILLIAMS: Reasonable speed is, I think, important for the scholar. Even perhaps more important or equally important is surety -- he is willing to wait three or four days or even a week, if he knows that it is coming and there isn't any question about this.

Where he is terribly unhappy is if it is going to take him four or five weeks to find out if he can even get the blooming thing, or to have to wait two or three weeks when there is no reason that he can see why he couldn't have it in three or four.

The instantaneous demand is something that in our experience -- and, I think, in other libraries -- rarely materializes. Reasonable speed and surety are perfectly satisfactory.

MISS SCOTT: Have you investigated the tear sheet concept used by the Institute for Science and Information for current content? Has that occurred at all?

MR. WILLIAMS: There are a whole host of things of this sort that we are investigating and will continue to investigate, if -- as Mr. Wagman said -- we get the money to do this.

MISS SCOTT: Yes.

MR. WILLIAMS: This is certainly one.

It is even not at all clear to me from information now available on the number of readers of a given article that the cheapest way in many cases is to provide sixteen issues of the journal and then, when somebody wants an article, to tear it out and send it to him. This is cheaper than a photocopy at a certain level.

MISS SCOTT: That is what N. S. I. does.

MR. WILLIAMS: Yes.

MISS SCOTT: Exactly.

MR. WILLIAMS: So I think that all of these need to be looked at. But still, we are dealing with an economic problem, and we should look at it in ways that may seem unconventional to most libraries -- tear the periodical up and give the article away!

(Laughter.)

THE CHAIRMAN: Joe.

MR. BECKER: Gordon, does your charter permit you to serve public libraries as well as other research libraries?

MR. WILLIAMS: Our charter permits us to serve any library of any kind and, in fact, we do.

The Center, as of when I left the office this morning -- this afternoon -- had ninety-one members. Some are public libraries. Some are special profit-making libraries, university libraries. There is no limit at all.

THE CHAIRMAN: Gordon, there is legislation, as you know, which permits the acquisition of two copies of important foreign works, but actually the appropriations that have been so far authorized only call for one copy.

MR. WILLIAMS: Yes.

THE CHAIRMAN: And our Advisory Commission recommended at one time that that authorization be implemented and that this second copy be bought and that it be deposited in some centrally located place, like your Center.

Would you, if that should ever materialize -- how are you fixed for space?

MR. WILLIAMS: We ran out of space several years ago!

(Laughter.)

We are not fixed for space at all. And this is an urgent pressing problem for the Center. Its present building is now overflowing with something over three million volumes, and we are renting space outside. And continued service, larger collections, is going to require a significant addition to the present space.

THE CHAIRMAN: But you wouldn't refuse the possibility of this going through?

MR. WILLIAMS: Not at all. No, this is what the Center was created for.

It is a non-profit corporation. I like to say the corporation owns itself, but in fact its principal support and its operation and direction and government comes from its member libraries -- primarily major universities, but any kind of libraries, and there are all kinds as members.

THE CHAIRMAN: Well, unless there is some other question, thank you, Gordon.

MR. WILLIAMS: Thank you very much.

THE CHAIRMAN: Thank you for coming. Very good.

Fred Jackson.

Whereupon

FREDERICK H. JACKSON

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Will you identify yourself for the record?

MR. JACKSON: Yes, I am Frederick H. Jackson, and I am Director of The Committee on Institutional Cooperation, Evanston. And this is the consortium of the "Big Ten" universities and the University of Chicago.

THE CHAIRMAN: All right. Now I think that you can assume that we have all read your paper.

Would you like us to just start in asking you questions? Or do you want to say a word or two in expansion or to highlight, to start with?

MR. JACKSON: Well, perhaps I might just say a word from the point of view that I speak. And that is from the point of view of someone who has been a university administrator and one who observes now, in my present capacity, the situation in which major universities throughout the country find themselves.

They are all financially hard pressed, and as far as I can see, there is every reason to believe that this is going to continue on into the seventies. They must economize.

Indeed they are economizing. And the economizing is being felt in the libraries. I know this from having talked with a number of the directors of libraries in our institutions. And it is from that point of view that the idea of a central library for periodicals has great appeal.

THE CHAIRMAN: Do you find, is there any evidence that the libraries take a disproportionate cut in this austerity campaign? Or is it just all part of the general situation actually?

MR. JACKSON: I think that there is some evidence that they are taking a disproportionate cut because the faculty are in their positions, and it is awfully difficult -- it is painful to let people go who are on the scene.

On the other hand, with book budgets, you just -- the books don't talk back, and there is no one there to plead their case, as it were, except the poor librarian, and so, you know, you buy twenty thousand less, or ten thousand less, and there is less hurt to that.

THE CHAIRMAN: You quote a university librarian's rather amazing syatistics. That wouldn't be Fred Wagman's, would it?

MR. JACKSON: Which one is this?

THE CHAIRMAN: The one about what would happen by the end of the century.

MR. JACKSON: No, this is the University of Minnesota.

THE CHAIRMAN: Oh. You are interested as well in this Gordon Williams project?

MR. JACKSON: Yes, very much so.

THE CHAIRMAN: How is that going to be funded?

MR. JACKSON: Well, as far as we can tell today, we have to put it together in bits and pieces.

The Center is -- as Mr. Williams has indicated -- financed primarily by the dues or the assessments of its members. They have indicated a willingness to increase their contributions. And this, of course, will be offset by savings because they will not have to subscribe to certain periodicals that they are subscribing to today.

Now, in addition to that, the Center is applying to various private and public foundations for money to help launch,or to help launch this pilot program.

But I think that all of this, it will not create a great national periodical bank. That is going to take millions and millions of dollars. And that we don't see -- at least, I don't see any other source than the federal government.

THE CHAIRMAN: Right. Now that raises a question that this, since it is a pilot project, what are you going to be able to demonstrate with it so that something more comes of it?

You say it is not going to be a national periodical center, but what you are trying to show is that such a periodical center is possible and does work. In some way or other you devise the thing so that you are demonstrating -- that would be the only point I see in doing it. Am I correct?

MR. JACKSON: Yes, well, Mr. Williams and the members of the board are now -- I don't think any firm decisions have been made as to which journals they intend to subscribe to, first.

There are different alternatives:

They might, for example, start in the area of the humanities and try to penetrate that area as deeply as they can.

Or they can get some other area.

Or they might concentrate on the new periodicals, of which, I am told, there are hundreds and hundreds every year. Take every subject and every language and every country in the world.

Or they might concentrate on certain of the older periodicals, the ones where there is going to be relatively little use -- everything we know about these.

I think Mr. Williams is very aware that we must have a program or a project, a pilot project, which will produce the results after a decent period of time. And this is what he and his associates are to do.

MISS SCOTT: What is the basis of the membership fee by the participating institutions? I mean, in other words, how much is it? Or does it differ according to the size of the university, its funding, et cetera?

MR. JACKSON: It is, as I understand it, a percentage of the acquisitions budget of the library, so it would vary from institution to institution.

MISS SCOTT: Yes.

MR. JACKSON: And then there are the two categories of membership:

The full members.

And the associate members.

The associate members pay much less and, in general, they are much smaller institutions. I am sure Mr. Williams could give us the exact amounts.

MISS SCOTT: We didn't have a chance to ask him. Thank you.

THE CHAIRMAN: Carlos.

DR. CUADRA: Those libraries that have dropped subscriptions in order to use C. R. L. type service, have they in general been satisfied with the replacement service, and wish they had done it sooner, or has it posed problems in adapting to slower acquisition?

MR. JACKSON: Well, I don't think we can -- the

Center is barely getting off the ground. I think that it was said that it was going to officially start July 1 of this year, but there has been really little or no experience in this matter.

However, Mr. Williams and his associates are confident that they can provide the same kind of excellent service which the British National Lending Library has provided over the last ten years or more, and which has made that library a very much used one, not only in Great Britain but in this country as well.

THE CHAIRMAN: Joe, have you got a question?

MR. BECKER: No, sir.

THE CHAIRMAN: Lou.

MR. LERNER: On page two of your testimony which you provided us in advance, you said:

> "As universities cut down on their purchases in certain fields, they should at the same time put more resources into building up the quality of their interlibrary loan service."

What you are saying is that no university or any institution should look upon this cooperation as in fact saving them money, that their resources should go elsewhere. Do some people look upon this as, "Oh, my, this is a way we are going to save some money!" And if they look on it in that way, what happens?

MR. JACKSON: Well, I think, you know, the idea that one can save money in the library, unless you are prepared to lower the services very drastically, this is a snare and a delusion!

(Laughter.)

I also, in my written testimony, indicate that one of the major university libraries has had a rather static budget over the last five years, and simply because of the rise in costs, for personnel and for everything else that has been bought, they have or they are buying something like half of the books now that they were buying five years ago. Everything has gone up so much.

Now does that answer your question? Or did I not quite get it?

MR. LERNER: Well, from what I read into it, what you are saying herre, it is like the man who went to the race track and said, "I hope I break even; I need the money" -- that somebody stops buying books or buying periodicals because they are going into an interlibrary situation, that that money should go into providing that service and not to "saving that money."

MR. JACKSON: Yes, if I might just say a few words on that subject?

It seems to me that the interlibrary loan program for the country is a bit primitive. It has not been given a very high priority, in other words, in the libraries, and as a consequence, people get discouraged about using it. If you have to wait two months to get something through interlibrary loan, why, it doesn't encourage you to do so.

On the other hand, it is clear that if more resources were put into the interlibrary loan program, this could be speeded up. As I understand it, many -- if not most -- of the major libraries now are interconnected through teletype. They have these in their libraries. They are paying for them.

And it would be a relatively easy matter -- it would cost some money, but it would be relatively easy simply to transmit the requests for interlibrary loan by teletype. Undoubtedly some of this goes on. I don't think that it is anything like routine though.

I suspect that the routine is that the requests come in and then the forms are filled out and some overworked librarian finally gets around to going through these and sending them out to the appropriate libraries, and then there is the same thing on the other end in getting the book and getting it sent.

So that I think that the whole process -- and that really addresses itself, that part of my testimony addresses itself to books, and there is, I think, as serious a problem with books as there is with periodicals. The rest of my testimony devoted itself to the periodical problem.

THE CHAIRMAN: Joe.

MR. BECKER: Fred, in your paper you indicate the trend toward specialization in university libraries. Have we reached the stage where, for some of the 1972 Farmington Plan renewal kind of thing? Is that the kind of specialization you have in mind, both in terms of acquisition, and in terms of how much is kept, and where, and under what circumstances, and that sort of thing?

MR. JACKSON: Well, what I had in mind is in certain specialized areas, such as African studies or Asian studies or certain areas of science that every university doesn't teach, let us say, it seems to me that the day is past, that you can just no longer afford to contemplate the notion that every university is going to build up a great collection of this and that and the other thing, and that we are going to have to develop mechanisms so that we depend on the institutions that now have good collections, let us say, in each of these specialized areas really to supply the needs of the nation.

Now some way has to be found to -- because, you know, a good many hundreds of thousands or even millions of dollars have gone into building up some of these collections, and it would not be quite fair to ask them to provide this service now for the whole country.

But now there are collections -- Northwestern, for example, has a great collection in African studies; Indiana University has got a great collection of European and Russian studies -- and they have been building these up over decades, and these have become their areas of specialization. And I think that we have to develop better mechanisms of tapping into these for the places that don't have these resources and really can't hope to ever have them.

THE CHAIRMAN: Well, Fred, thank you very much for coming.

I think you have got a good network operating there with your universities. It could be a real model for the rest of the country.

MR. JACKSON: I hope so.

THE CHAIRMAN: Well, Mr. Don Culbertson.

Whereupon

DON S. CULBERTSON

was called as a witness, and was examined and testified as follows:

MR. CULBERTSON: I am Don Culbertson and I am Executive Secretary of both the American Library Association and the Information Science and Automation Division of the American Library Association.

THE CHAIRMAN: Would you like to say something to start with, Mr. Culbertson? Or could we go right into the questioning?

MR. CULBERTSON: I think we could go right into the questioning, if that is all right.

THE CHAIRMAN: I will ask the fellow members of the Commission if they have any questions to ask Mr. Culbertson on the basis of his paper?

Bessie.

MRS. MOORE: I will ask a starter-off question:

Since you are the Executive Secretary for both groups, I notice you didn't prepare anything for the trustees, did you?

MR. CULBERTSON: I was asked --

MRS. MOORE: You thought that was -- you just were asked to do it on automation?

MR. CULBERTSON: That's right, and I also contributed a little toward the paper that Mr. Earnshaw prepared and this sort of thing.

MRS. MOORE: Another question that I have, you indicated here that, you say that the National Commission "could bring the library community and agencies like N. A. S. A. together so that experiments could be funded and prepared in time to take advantage of the new broad-band, two-way, high-powered satellites".

Just how? Did you have a suggestion of how the Commission might do this kind of thing? You suggest that it be done. Did you have any suggestions?

MR. CULBERTSON: What I had in mind here was the idea that an agency of some kind had to be in a position to inform, to see that people knew about opportunities. Some of us who have had an opportunity, because of some task or something, to hear a N. A. S. A. presentation, for instance, on what the possibilities of the new satellites are, might well feel that we should think of some kind of an experiment. But I think that, by and large, most librarians are not -- well, possibly this is an educating function, to refer back to the testimony of those who are in library education, or perhaps it is a function of publicity.

So I think that it has to be somebody who is on a nationwide basis.

MISS SCOTT: I must mention on that point that the A. S. I. S. convention is having a demonstration on this very thing -- satellite communication, by way of -- the network and some other network at their convention, so this is an innovation itself, effective operation via satellite.

THE CHAIRMAN: Joe.

MR. BECKER: Don, earlier today we heard that seventy-seven per cent of the public libraries in the United States are in rural areas. They are doing very little in terms of innovation, and that they are in desperate need for some very simple but effective solutions.

At those points in the country, with federal help of what kind would you see I. S. A. D. and the technical community and the library profession helping to get that word down to that level?

MR. CULBERTSON: Well, several people have said that everyone everywhere has a right to information. And I think that this has been said in the literature too several times, that just because you live in a small community, in a rural place where information is not readily available, still doesn't mean that you don't have a right to that information. And one of the beauties of devices like the satellite, for instance, is its ability to connect remote locations together without expensive land lines.

Some agencies have had success in using telephones, leased lines by telephone, but again this requires sophisticated individuals to maintain liaison between the various telephone companies, to keep after the equipment to make sure that it meets certain standards and so on. It also requires relatively sophisticated equipment on either end.

But I think with the satellite, particularly in the new -- in the terms that I used, a "broad-band, two-way, high-powered satellite" that gets by with relatively inexpensive ground stations, it would mean that the small library would be able to communicate with the large library where the collection is located, and Mr. Jackson was talking about each library specializing; once the information of where the specialization is, the special collections were located, and some of the specialized help was located, then anyone could tap into it, if they had, say, a thing as small as a two thousand dollar -- possibly a two thousand dollar transmitter that could be able to -- a transmitter-receiver, which would be able to use the satellite.

And these were discussed in our telecommunications seminar that Mr. Becker was part of, Monday and Tuesday of this week, where we had an opportunity to listen to N. A. S. A. talk about the program in India, for instance, where they are designing small transmitter-receivers for use in schools in a country which has no land lines.

And so here, where we have land lines, but land line use is very expensive on a dialogue basis, that we would be able to have very rapid communication back and forth, with not only the collection, access to the collection, but the expert who is going to service the collection.

And I think thatthe function of the federal government here might be to develop the equipment, to develop the experiment, to prove it out, to analyze the results of the experiment, and to then promote the use of it and, of course, again the federal government may be called upon for either seed money or, in some cases, maybe even operational funds, particularly where the national libraries are involved, as far as the existence of the collections -- maybe at the Library of Congress or, as somebody was mentioning, the National Agricultural Library, which has a unique, but unfortunately not heavily used collection.

THE CHAIRMAN: Mr. Culbertson, in another part of your testimony you speak about the difficulties of transferability of programs from one system to another.

MR. CULBERTSON: Right.

THE CHAIRMAN: And you refer to the National Commission as possibly hastening the spread of better systems, if research could be promoted in computer program transferability.

Now it does seem to me to be a rather obvious need and I wonder what are the obstacles to these programs being developed? Why would it take a National Commission to get an idea as clear and a need as clear as that seems? Why isn't it being done now?

MR. CULBERTSON: Well, I think it is being done -- it is not being done because manufacturers of equipment tend to tie their customers into their equipment by making many of the requirements of it unique and units of it incompatible. And the federal government has had, I think, a good influence on certain kinds of technological development by insisting that federal agencies meet certain specifications -- in other words, systems that they use have to be, plug for plug, compatible, or that programming languages have to be of certain kinds so that they are transferable from one machine to another, or that machines purchased by the govermment do indeed have compilers available for specific languages, and this kind of thing.

And some of these, the ability to exert some of these pressures, is beyond a small or regional agency, where we really do need to rely upon the prestige of a larger national organization, particularly one that is broad.

THE CHAIRMAN: Well, of course, the government has after all gotten a handle on that thing because they are paying for the systems.

The Commission would have nothing but oratory on the subject of that sort to offer. And I don't think that we would carry much more conviction than the A. L. A. would on a subject of that sort. But it might be considerable, but I don't see that we can really count on any action following from just stating the case. However, it is a fairly obvious case.

Andy.

COLONEL AINES: You made the point that there is an estimated one thousand libraries using some kind of automated procedures, and then you also state that:

"Although librarians can find ample evidence that properly conceived and tested automation systems are economic, it has become fashionable in some library circles to 'knock' automation."

You feel that that is an unnecessary hazard, of course?

MR. CULBERTSNN: Yes.

COLONEL AINES: And arrests progress.

The question that I have is, has there been any documentation, to your knowledge, which does cite the successful applications in some kind of a way that would put in a better context what is really happening, and perhaps mute some of the criticisms that you have talked about? I have seen pieces here and there, but I don't see really some document which starts off with a desire to convince these people, telling them what is really happening.

MR. CULBERTSON: Not to my knowledge. I think you can go back to textbooks like Mr. Becker's and the guidelines to library automation that Mr. Cuadra did, but I don't know of any specific pieces that go out to try to accomplish that goal.

Joe?

MR. BECKER: I don't think there is a specific publication that touts or that trumpets the successes, but the "Journal of Library Automation", which is produced by I. S. A. D., a Division of A. L. A. that Don is associated with, does, on a continuing basis, report the serious work going on in the profession in this area, and each of the things that it describes -- in some cases they are experiences which have not led to successes, but they are described none the less.

We do have a vehicle for announcing to the technical people in the profession, the library profession, exactly what is going on. And I think that it is a very effective medium.

MR. CULBERTSON: I think that one of the problems with it is the fact that at present it does tend to reach the technical people, and frequently it does not reach -- and I am not exactly sure what kind of a vehicle would be necessary not only for librarians of the large libraries, but also people like trustees at universities, and people who also have to be convinced that money has to be spent in this way.

MR. BECKER: I think though, Andy, that you are touching on a very important area and Don and I have talked about this the other day, that the computer has sort of fascinated us this past ten years, but more recently we are moving into the telecommunications area.

And we heard today about audio tapes, and video tapes, and visual materials and so forth. And those are fairly simple to introduce compared to the computer, and yet we don't have the means of disseminating that information down the line to the practicing librarian, not in a way which is effective enough for it to actually cause something to happen at the end of the line.

COLONEL AINES: I think perhaps one concern that I might express is on Monday night I had a conversation with two people in the Executive Office of the President, who said in effect "You show me one successful application of computers -- telecommunications in this field". And I tried to give them several.

But the very fact that they questioned something like that was really the reason that I asked you the question. We need some evidence in the kind of form that can be transferred to those people. They are not going to read the journals.

MR. CULBERTSON: Right. And nothing exists.

THE CHAIRMAN: If there are no further questions, thank you very much, Mr. Culbertson.

MR. CULBERTSON: Thank you.

THE CHAIRMAN: And now we come to Irene Farkas-Conn.

Whereupon

IRENE FARKAS-CONN

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: Will you identify yourself for the record?

MS. FARKAS-CONN: I am Irene Farkas-Conn. I am Systems Librarian for Chicago State University.

THE CHAIRMAN: We have your paper. Would you like to say something to start with, or would you prefer to have us go right into the questions?

MS. FARKAS-CONN: Well, I would like to make two short statements, which are of particular concern to me -- not only to me but, I quite understand, to the profession and to the Commission:

One that worries me is the problem of the new copyright legislation.

In the last couple of days I have heard about, let us say, a certain proposal that has been suggested as a type of thing that would deal with duplicating library materials. While I realize that it is clearly in the emergent stages, it might be a very wise idea for either the Commission, or perhaps a Committee, or representatives of the Commission, to sit in on these. Very possibly this is being done. If it is being done, then surely I should stop right here, because I do not need to expound anything, the details.

If this is not the case, then I would like to urge you to consider it, because again here I do not have to go into the details that the original intent of the legislation was to give some remuneration to the authors yet provide public access to information.

And then the concern with the kind of restrictive legislation which is being proposed, which superficially does not seem restrictive, but which in fact may end up to be or could end up to be expensive, involving many publishers in the duplicating business, rather than in the publishing business -- that this is the kind of public concern that the Commission should have -- and the kind of effect of the legislation, which we should all have to live with for a great many years afterwards.

THE COMMISSION: Mr. Stevens might have something to say.

MR. STEVENS: As a staff responsibility, the Commission has given me the job of communicating with the people in the A. B. A., and I had lunch last Friday with Charles Leib, who is their attorney, to discuss the matter that I think you are referring to.

And the Commission will discuss it during its meeting tomorrow and the next day, and, I am sure, instruct me as to what kind of a position they want to take vis a vis the A. B. A. and the bookseller's position.

THE CHAIRMAN: As you know, Senator Ellender, who is in charge of the Subcommittee that will be advancing this legislation, has put out a notice saying that he would like to have any new text or amendments to the present legislation sent in to him by September 15th. The draft is -- I think he said September 15th -- but it isn't too late; as you know, the draft is already there. It has been gone over at great length and it has been waiting on this cable TV issue to be settled, which I gather has now been settled enough so that we can advance with the new copyright legislation. But in that are some of these things that still need ironing out, and I think anyone who has a text to present, or a position to present, should do so and write to that Subcommittee.

But did you have another point that you wanted to make?

MS. FARKAS-CONN: Well, I have another short point that I would like to make, and I wish it weren't late afternoon,at the end of a very interesting day but a very long day for all of you.

The point I am concerned about is the operational aspects of libraries and national problems, the whole community in short and the entire information system, the entire information function, and I would like to put in a fairly strong plug, if Imay, just for the record, because I know that the Commission does not need to be convinced of the importance of research in the library and information science area.

There seems to be nowadays a general tendency which is considering research being not necessarily good. But in my book research is not good or it is not bad. It depends on the particular problem and what it is used for.

I think you will agree with me that in order to produce the kind of planning that we need to be able to make wise decisions instead of intuitive decisions -- though many times we still have to make intuitive decisions -- in order to have teachers in library schools, librarians and teachers and information scientists who are going to serve in the year 2000, and thereafter, it is absolutely essential to have continuing, on-going faculties.

THE CHAIRMAN: Well, one of the points that you made in your letter, we had some news about today, if true, and Andy Aines was talking about the new portable microfiche reader.

MS. FARKAS-CONN: Yes.

THE CHAIRMAN: If it is there, it would be a solution to that problem, at any rate.

COLONEL AINES: There is only one catch to it. There is always a Faustian catch to everything.

THE CHAIRMAN: Well, what is it?

COLONEL AINES: That is that the present type of microfiche probably would have to be adapted to its use. But the value attached to this kind of reader might make it very, very desirable.

MS. FARKAS-CONN: I was delighted about the reader but yet I was hoping that the practical, inexpensive, usable microfiche reader is just an example of the kinds of things that should be considered.

THE CHAIRMAN: Yes, there are many other things things in mind --

MS. FARKAS-CONN: Yes.

THE CHAIRMAN: Which could be developed.

MS. FARKAS-CONN: Besides the fiche, yes. Again, it is not the Commission's job, but it would be good to have it initiated through a Committee of the Commission.

MISS SCOTT: And you also have to create a user public, right? The clientele for microfiche? It is here, but it is not advanced enough to market in a less expensive machine.

MS. FARKAS-CONN: That is true, but we have all of these university libraries who are buying up immense amounts of microfiche, and we have all of these marvelous E. R. I. C. files, but the fiche are not comfortable to use and you can't take it to a desk and skim through it while waiting for a phone call.

MISS SCOTT: Right.

THE CHAIRMAN: Lou.

MR. LERNER: You are associated with a public university which is in a large city.

In this latest issue of "Library Journal Hot Line" which I got the other day, it refers to a situation where the Memphis Public Library has formally contracted with a community college to operate the college's library, and they say here that "We got the good news" from them.

Now some of us may think it is good news, and some of us may not think it is good news. Would you like to comment on the possibilities of this additional type of cooperation, the ultimate in cooperation?

MS. FARKAS-CONN: I would not consider it the ultimate cooperation and while, as you are aware, this is not my area of expertise. However, I would be happy to give you my thoughts on that, which just correspond to what you would ask.

Whether this is good or bad, again depends on how it ultimately is worked. It does not matter, for example, in whose name certain things are done. However, since you mentioned the community college -- can you hear me?

MR. LERNER: Yes.

MS. FARKAS-CONN: It is very likely that the trend for the future is that the community colleges might very well be public centers in a much broader sense, including public information centers.

We are speaking of public libraries in a way becoming public learning centers in a broader sense. Therefore, this kind of a situation could serve, should serve, which would be better.

MR. LERNER: Thank you.

THE CHAIRMAN: Andy.

COLONEL AINES: You have one point that you have made on page 2 of your paper:

> "The needs of the public and private institutions -- as well as industry -- require an administrative framework which would make it possible to make use of the vast information resources, sharing data bases" et cetera, et cetera.

What did you have in mind when you made that, just a feeling that something like that was needed? Or had you gone beyond that and explored what might be done?

MS. FARKAS-CONN: Well, actually you had testimony today already dealing with some of the kinds of things that have been done -- the kind of cooperation that exists formally between public libraries and universities. You have quite a few of them right here in Illinois and in the Chicago area.

We have a marvelous informal network right here in Chicago among special libraries and special and public libraries.

So perhaps because I happen to have friends at the right places, at the right libraries, I somehow am convinced that any market report, or any other kind of technical information that I want of a specialized kind, I am quite convinced that we could get.

Universities, as we can see, and various special libraries have spent innumerable man hours trying to work out on a community basis, time after time after time -- to work out a cooperative arrangement. So that there are two things then:

One is in general cooperative arrangements are necessary. On this we do not have to go into detail. When we think of borrowing a book or calling up someone informally, "Can you give me the latest figures on gross national product?" perhaps -- or "your company's product?" or various other things, it can be done. But it should be made in such a way that there is access to people who do not have personal contacts.

COLONEL AINES: Well, are you addressing yourself to -- as I read on -- to some kind of an organizational or institutional arrangement apart from the agreements made at, let us say, the operating level?

What would you expect, for example, the Commission to recommend, in terms of any kind of a governmental entity to help the process, if at all?

MS. FARKAS-CONN: I would hope that before its recommendation comes through that a Commission -- that a Committee comprised not only of librarians, educators, industrialists, businessmen, but also from the legislature, legislators, would get together because this is an extremely complex issue.

Originally it was even difficult, you know, originally when we were just dealing with books, pieces of material which we could transfer. Right now we are speaking of services, such as computer searches, which be paid for, but we are speaking at this point of data where -- what amounts to fair compensation even? It is a very, very tricky problem actually.

And before advising that this would be justifiable on the premise of one particular government agency or another, I think that one has to look into it, both very, very thoroughly and explore it.

COLONEL AINES: I might tell you that this has already been done in Japan, West Germany, Canada, and the Soviet Union.

MS. FARKAS-CONN: Now this I could well understand, but, however, if you remember that, well, West Germany and the Soviet Union, you know, that many of the agencies are under the control of the state, the influence of the state is somewhat bigger.

In Japan I am less familiar with the library aspects of it, but there again management and industry in Japan, there the industry, the government cooperation is unique because of the very nature of the Japanese society, and therefore I don't think that -- we would very much like to learn more about it and how it has been done, but I don't think it can be directly translated to us.

THE CHAIRMAN: Does anybody have another question? If not, thank you very much, Ms. Farkas-Conn.

We have Fred Kilgour coming up next.

While we are waiting, I want to remind the Committee that tomorrow we will start with an Executive Session -- the Commission, that is -- on the fifteenth floor in the Trust Department Conference Room of the First National Bank of Chicago, and we are meeting tomorrow from nine to five, and Friday from nine to four.

Tonight, as you probably know, Al Trezza has hired the Ballroom over at the Palmer House for this reception from six to eight. I think maybe a couple of you might go over there and hold the fort for the rest of us. So it is over in the State Ballroom on the fourth floor.

O. K., Fred.

Whereupon

FREDERICK G. KILGOUR

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: O. K., Fred, you have been referred to several times today as a paragon with a system that works, and it is so nice to hear about something going on in the library network field that really does work, and everybody says it does.

So we are quite anxious to hear you talk about it a little bit more.

MR. KILGOUR: Well, what would you like to have me say?

(Laughter.)

THE CHAIRMAN: Well, you have said it, I think, in your paper pretty well, but what about -- do you want to say anything more before we start the questioning?

MR. KILGOUR: I think I would like to make a couple of special pleas, if I may.

THE CHAIRMAN: Sure.

MR. KILGOUR: I say "special pleas" because that is what they are turning to, and I know that any national agency or national commission has to be -- first, last and always -- concerned with the people of the nation, and not with just a small group. And I know that you have to determine -- somebody does -- library objectives, since our concept of service certainly has run out of gas, and I doubt that you would have -- that you would or that the National Commission would be in existence.

And in connection with these objectives that are determined for the future for libraries and information supplying agencies, there are two points that I would like to make:

And that is, that librarians certainly are going to have to be reoriented and have a process of continuing education, which has become increasingly apparent to me, even since I proposed the testimony that I sent to you.

And two, it is quite clear from what has happened among the librarians that used the Ohio College Library Center that there is a considerable reduction in library positions, which means that there will be fewer professionals required for the same amount of activity.

I am not implying that the future holds the same amount of activity as the present. But nevertheless there are going to be some radical changes, and I think -- I hope that the Commission can address itself to this situation, because it can produce some personal tragedy that it would be good to avoid.

In Ohio it is not much of a problem, because there is the rest of the nation to take up those who are leaving positions. But on a nationwide basis, it is a major problem.

THE CHAIRMAN: Thank you. Have you any questions, Joe, on Fred's?

MR. BECKER: I assume, Fred, that you were referring to the reduction in the number of cataloguers required, professional cataloguers?

MR. KILGOUR: Yes, that is correct.

MR. BECKER: And would you see something, sort of retraining programs to get them more oriented toward public service?

Is that what you have in mind?

MR. KILGOUR: Well, that and I think probably changes in recruitment policies and so forth and so on.

MR. BECKER: Right.

MR. KILGOUR: There is no point in pouring a lot of new people into a profession if they are not needed.

MR. BECKER: Yes.

THE CHAIRMAN: Carlos.

DR. CUADRA: Question:

Fred, what kinds of major lessons would you say there are from the whole O. C. L. C. experience that ought to be kept in mind in thinking national extensions to that, or in thinking national systems?

MR. KILGOUR: Well, I am not sure. May I rephrase your question a little bit?

DR. CUADRA: Yes.

MR. KILGOUR: Perhaps you are asking what the obstacles are to constructing a national system from a series of nodes?

DR. CUADRA: Well, both obstacles and things that represent successes.

MR. KILGOUR: All right, the major obstacle is the lack of "people fuel" to do the job. This is what I am repeatedly asked -- I made the statement earlier -- to recommend people, and the people just don't exist. And we are going to have to train these people in order to operate such a system. I shouldn't say "train" -- it is almost a matter of education, not a matter of training. This is the primary problem, and the major obstacle.

The lessons -- I don't know, there are so many, Carlos, that I am not going to write the textbook this afternoon.

DR. CUADRA: When we were at L. C., the Commission was told that O. C. L. C. was going to put the card business of L. C. out of date.

Is that true?

MR. KILGOUR: I would think that a national network of O. C. L. C. nodes would achieve this. I should say O. C. L. C.-like nodes!

(Laughter.)

DR. CUADRA: Yes.

MR. BECKER: How many do you judge, Fred, will be required to cope with the load?

MR. KILGOUR: I have only done very "horseback" calculations here, and I think that probably the minimum would be -- the last time I did it, I came up with a minimum of seventeen.

MR. BECKER: And would you term it --

MR. KILGOUR: And this had no more sophistication than just going around the map.

MR. BECKER: Yours was started as a research project initially and has turned into an operating situation. In terms of the establishment --

MR. KILGOUR: May I correct you? It was not started as a research project.

MR. BECKER: It was not? What was it then?

MR. KILGOUR: It was started to go operational without any pilot or experimental period.

MR. BECKER: What type of financial pump priming would be necessary to get the other sixteen going?

MR. KILGOUR: Well, I can tell you what the pump priming was in Ohio:

That is that the center came into being in 1967 and went on line a year ago last month, in August of '71. The assessments, the membership fees that the Ohio institutions paid in, through '71 -- that is to say, for '70-71 -- was $300,025.

At the same time the grant expenditures were $105,354. And these were the total expenditures of money to get the system up and going on line, except that it was two months after the first of July, and that we had free space, power and lights from O. S. U., and that we did not pay for the members of our Advisory Committee who simply did advise us, but aside from that, this was all of the expenses.

THE CHAIRMAN: Has your system got some kind of a ceiling as far as membership service is concerned?

MR. KILGOUR: Yes, it does, but we are not -- in a recent simulation that was done for 249 institutions in New England, the simulation showed that the system -- not this same hardware that we have now; it would require expanded hardware -- but that this system would handle it.

THE CHAIRMAN: So you are nowhere near capacity then?

MR. KILGOUR: No, at the present time, although we are operating, as you know, at a level of around 2,000 titles a day being produced and approximately 13,000 catalogue cards at night, and the messages are coming in at a rate -- the other use of the system, other than cataloging use, is about one and a half times the use of the cataloging, so that the messages are coming in at the rate of about a little more often than one a second.

The actual burden on the computer is sixteen per cent of its capacity, and the wall clock burden is about -- the computer is sitting there quite a bit, twiddling its thumbs and waiting for something else to happen, and the wall clock burden is about thirty-three or thirty-four per cent, so we have got a long way to go.

DR. CUADRA: Is that 249 simultaneous users?

MR. KILGOUR: Two hundred and forty-nine institutions.

That would be more terminals than that.

DR. CUADRA: How many simultaneous users?

MR. KILGOUR: I don't recall. At the present time we have eighty that are on the system. I have never seen more than sixty-three operating at one time, and the minimum -- oh, I am sorry -- the median response time is two and a half seconds.

MR. STEVENS: Fred, in terms of your program, looking ahead from producing catalogue cards for books, you have said that you are thinking, looking toward, and are going to produce early an on-line serials control system and then an on-line technical processing.

And I wonder if you could outline your program a couple of more steps ahead because it would give us the benefit of your thinking as to what the orderly progression is from a machine production of catalogue cards remotely indexed and so on, and where are we going down this progressive line, as far as you can see?

What comes next after on-line technical processing? And what next after that?

MR. KILGOUR: Well, what will come next, although it won't be immediately in terms of time, because we are going to have to redo some of the programs that are getting a little shaky and redesign and get them into their second generation -- what will come next will be remote catalogue access and circulation control.

This will be a remote access by users to the catalogue, so that they know where -- whether or not a book is in the library, in some cases -- may I interrupt to inquire, did Hugh Atkinson or anybody from O. S. U. testify here today?

MR. BECKER: No.

CHORUS OF VOICES: No.

MR. KILGOUR: Well, the O. S. U. remote catalogue access and circulation system -- which is modeled on the O. C. L. C. module -- achieves this. I guess you have seen it yourself, haven't you?

And then following that will be a user -- this will be primarily a user use -- and then following that will be user access by subject and title. As you know -- as some of you know -- we have title access now, but I am sure it is too complicated for a user to employ. And this will essentially computerize the classical library operations in the manner in which they are being done.

I should point out though that one of the problems that is confronting us is that when the technical processing system comes up, there will certainly be -- and our Advisory Committee is currently working on this, working out new designs -- there will be a reorganization of these two major departments, acquisitions and cataloging, in large libraries. You know, in a one-person library that doesn't occur.

And there also will be a redefinition of jobs. People will have different responsibilities. The same person will do this acquisition work and cataloging. And this type of thing will be happening, because to take advantage of the system and to greatly increase the productivity of personnel, this is what has to occur.

Now let me go on a little further and say that, as I think I mentioned in my testimony, we intend to start an experimental investigation on computerized descriptive cataloging, which, in effect, would remove people from descriptive cataloging.

And I would expect that by the latter part of the seventies we would have this operation.

And the next step, of course, will be computerized subject classification and subject indexing, in which a great deal of work has already been done.

MR. STEVENS: Thank you.

MR. BECKER: Fred, I know you have given some thought to the transferability of the program logic that you now have to other manufacturers' machines. Is there a price tag attached to that yet? "Horseback"?

MR. KILGOUR: Yes, we have given some thought to this.

There is a legal problem perhaps that exists here because of the fact that it was developed in part by using government funds. We don't know what that is. We have discussed this with one computer manufacturer. I requested the representative to write me a letter, and for many reasons the letter was never written.

I doubt that this is going to happen. We would -- let me say a little bit more on this topic if I may -- and that is that we have said that we will make these programs available to others, particularly to users of Sigma Phi equipment -- or Sigma equipment, we would be -- but I must say that we will do this simply on the basis of caprice. If we feel that the team is unable to bring it up and that it will blacken our eye, we won't make it available. Now if there is some reason, some other -- if it is an inadequate user base or for some reason it looks as though it is tottery or it is going to be a tottery system, we won't make it available.

But when we do make it available, we will make it available on a licensed basis in which we will control the development so that the development of the programs will be integrated between or among those using the programs.

THE CHAIRMAN: Carlos.

DR. CUADRA: Do you foresee providing any bibliographic retrieval services on data bases such as Chem Abstracts, Condensates, or E. R. I. C., or other things that aren't typical data bases, to your institutions?

MR. KILGOUR: Yes, the answer to that is yes. We would -- or you would have to force it into some kind of a M. A. R. C. record so that our program would run on that, but if we can do that, yes.

DR. CUADRA: There is a need for that.

MR. KILGOUR: Well, I think there is a need all over.

There is a need in Ohio, if you are asking that question. There is a need which is now being supplied by the Mechanized Information Center of the Ohio State University Libraries.

THE CHAIRMAN: Any more questions?

O. K., thanks, Fred. Thanks very much for coming. I will be seeing you next week sometime, isn't it? Pretty soon.

MR. KILGOUR: Next month.

THE CHAIRMAN: Next month, yes.

Now finally we have Mr. Murdock from the Battelle Institute.

Whereupon

JOHN W. MURDOCK

was called as a witness, and was examined and testified as follows:

THE CHAIRMAN: I am sorry you have had to wait so long, Mr. Murdock. I hope that it hasn't been entirely uninteresting to you.

MR. MURDOCK: It has been very interesting.

I am John Murdock of the Battelle Memorial Institute.

THE CHAIRMAN: Right.

You have sent us a paper, and we have read it. Would you like to start off with a few comments before the questions?

MR. MURDOCK: A very brief comment. Some of it derived as I listened today.

And I think that Fred Kilgour's statements are very much in line what what I began to see during the day. I live with knowledge of every system in my day to day work, and the thing that has been remarkable is the reduction in cost and the availability of these -- the change within the last two to three years.

In the same way that Kilgour mentioned that the operation that he has will begin to change jobs and change operations, rather remarkably now I think we are seeing the same things. So where we talk about limitations, the fact that perhaps the costs are too high and the libraries can't afford these changes -- that these won't be true within a year or two or three, and that we need to start thinking seriously at this time as to what these institutions are going to be like.

The second point is one of image, and I have been listening for quite a while, although I was out of the room, I haven't heard people, I believe, mention the word "image" today of the library.

Maybe that shows how --

THE CHAIRMAN: Once or twice. Public libraries are a little worried about their image.

MR. MURDOCK: And the examples that we have had with our own laboratories, if we were running an information and knowledge center for research job, and we had a large collection associated with that, and we called it a library, and we had difficulty getting participation of the technical staff intimately with the operation -- it was that strong -- therefore, I think that one of the big things to do is this change in image.

I think now in people's minds, the middle construct is perhaps the mention of the word libraries is buildings and books and serials and journals and silence and rules and perhaps a retreat into the past, instead of a step into the future.

And I think that whatever can be done that would give one a feeling that we were really moving into a complex that would be highly responsive to any kind of information and any kind of a question, would be very desirable, a very desirable thing, and that the image just a few years from now be one entirely different than it is today.

And this was brought to my attention when I was trying to find out how to catch a bus from here tonight. I stopped downstairs, and I don't know whether you did, but in the lobby is this -- that the reference desk pulled out the federal information center; this is the information center in the first floor of this building. I looked through this to see if any of these were associated with libraries. If they are, I can't detect it. But this is the delivery of national information, of federal information.

But the other point that I had to say was that if a new knowledge system comes into existence, I have found that once it is operational it is not in the library. And I think that was brought out a couple of times today.

And I continuously, in my own Institute, have to keep going around to find new services that are bought, new information services. And these normally are not procured through our library, which is a very good research library. But still, even there I think that I can say that if there is a new system of delivery of information, it is not in the library, and I think that there is something very inappropriate about this development.

Thank you.

THE CHAIRMAN: Any questions or remarks?

Bessie, did you want to ask Mr. Murdock a question about the state libraries?

MRS. MOORE: Well, I noticed your statement here about the state library. This is one of the most succinct and best statements I have seen by anybody about the functions of the state library.

And I just wondered if you had ever worked in a state library or had any specific connections --

MR. MURDOCK: We have --

MRS. MOORE: To gain this remarkable insight, which I think you showed.

MR. MURDOCK: We have two projects:

One with the State Library of Ohio. It is a very light contact, but yet it is sort of a management position we are working up, and that gives us some insights.

And then we have another project at the current time with the State of Alabama. And we have an excellent person working on this, and many of these ideas are due to that person -- a Miss Rawls, Beverley Rawls -- and she has devoted a lot of time to this, and these -- if any insights are here, they are due to her.

THE CHAIRMAN: Carlos.

DR. CUADRA: I thought that in addition to your paper being succinct, it is remarkably free of requests for federal funding.

(Laughter.)

And I wondered whether you saw any major needs for federal action, federal funding related to scientific and technical information? It all sounded as though things were in hand at Battelle!

MR. MURDOCK: I have very ambivalent feelings on that:

One is that in watching the development of the computerized systems, once the cost comes down that it is extremely easy for a person to come on line and get their request. Then that system by a tremendous number of a few p enny per time input can provide an enormous flow of dollars. I mentioned earlier the tremendous advances in the last few years.

We now think in terms of, say, fifty cents a minute -- which sounds high, when you first say it. However, the efficiency or the strategy of search has changed to where in one of our on-line systems, the time on-line now is between four to five minutes, which means that an individual who is familiar with that information system at all is spending about two to three dollars -- which is less than any other device he would use.

Now I feel that once the hardware becomes very easy to use, and that we can get a system that is running much like a copying device, or anything that they say a few cents per shot, and we get millions of dollars flowing through that channel, and that that will provide incentive for improvement.

So one side of me says, "Let's try to get things as efficient as possible, serving the user, collect for doing it, and if we deliver the goods at a cost that is reasonable, and the income will be there."

Now there is, on the other side, there are the types of information that I mentioned in my paper -- repackaging, items that have been written for peer groups. Sometimes information is of value to such a small group that it is very difficult, and I am talking about the leaders in a given area -- maybe ten, twenty, or thirty people. And perhaps the problem though is very important to the country. There could be other areas where we feel that we need breakthroughs rapidly, where we see that in a scientific area that that area is lagging and needs some strength to it.

And I am a believer that in information, to the extent that any of the information systems will help bring the field along fast, in that area I think that federal support is definitely needed.

Now the same would apply also in areas of information research where there is a lag, and that we in the field feel like this area has no economic viability at the time, but then that area might be one that we would want to try to get support for.

THE CHAIRMAN: Mr. Murdock, a number of years ago when I was on an Advisory Commission on Libraries, the Commission at that time thought they saw a need for a federally supported R and D Institute that would do technological scientific research in areas that were not commercially profitable, that the industries wouldn't embark on because of the smallness of the market, or because of the high capital investment. And they felt that if a federal agency were set up that would do that kind of a job, it might advance the uses and the communications sciences tremendously.

Do you think that there is any such need really now?

There has been some doubt expressed since then that any such central agency is needed at all.

MR. MURDOCK: I haven't thought about that recently and reviewed it to say whether I think there should be one or not.

I think that it would be a problem that this Commission should look at because within the past few years several agencies have picked this ball up in parts, and perhaps it is being done now throughout our government in different areas, and we might not need a centralization, although I heard mentioned earlier today the Experimental Technology

Incentives Program.

THE CHAIRMAN: The which?

MR. MURDOCK: The Experimental Technology Incentives Program, which is going on through the Bureau of Standards and the National Science Foundation.

One of the purposes there, I think, is to attempt to get a better relationship between government and industry to the point where it will make it easierfor the government and industry to do this together.

And I think that is true of programs like this. We might also pick up loose ends that, because of restrictions of one type or another -- and we have heard some instances here today -- that previously just because of certain rules we couldn't do research in certain areas or start programs in certain areas. And I think that these programs in N. S. F. might be addressing that problem within the next year.

THE CHAIRMAN: Andy.

COLONEL AINES: I am going to presume on our friendship, John, to ask a question:

You have been working with government programs, although with Battelle, and, of course, you have been doing a lot at Battelle which has nothing to do with government, international programs, and many other things, information analysis centers.

Are you willing to reflect, at this late hour of the day on what you would like to suggest as the most important thing for the government to do -- at least, those people that you interact with in the government, in the kinds of programs that are involved in Battelle-type operations?

MR. MURDOCK: Let me start out on Battelle-type operations and see if that stimulates my thinking, and we will talk about that as we go further.

One of the areas that I have already mentioned with respect to analysis centers that I have been concerned about is that several years ago when we ran into a technical difficulty in the field we created these analysis centers as mechanisms to improve research. As these then became information programs, the analysis centers began to shift away from the technology.

We started then thinking in terms of a cost recovery mechanism for information. This began to shift, as I saw it, from where I was sitting -- the tight interaction between the development in the research field and the information that was being handled, or the state of the arts studies, or the reports that were turned out.

We had to start thinking in terms of what it was going to cost, what will sell -- not necessarily what will enhance the field. And this caused some of our technical people really to have ambiguities about what they were doing. So with respect to our work with the analysis centers, I think to review the analysis center concept as it is now established, with respect to cost recovery, would be a very important thing, because I believe that these activities e struggling in a way that they might not recover, though I think there are great needs for them.

This relates to an area that has been bothering, and that is, when we start thinking of discipline-oriented information systems, and we start thinking of handling all of the literature, or all of the data -- and now there are programs to include, and I think that one that will shortly be starting, including data systems in the same way that information systems have looked at.

The problem of approaching these fields from an overall view, rather than from a nation or a specific assignment point of view, makes it impossible to exercise judgements on what is of value and what isn't. And this has led to numerous statements from others about what you put into a system compared to what you get out.

But I think that it would be important to also review the handling of information with a mission orientation, and to see if perhaps the development of a great many mission oriented centers wouldn't give us a way of handling a larger flow of information much easier and then to find ways to tie this into the discipline centers.

I don't think I am prepared at this late hour, as you say, to go further. But I might be willing to think about that and add something later.

THE CHAIRMAN: Joe.

MR. BECKER: John, your paper is among the few that has used the word "information science" today.

Can you say just a few words before we close on the partnership, as you see it, between information science and librarianship developing?

MR. MURDOCK: I wrote in the subsequent statement, which I don't think I read, that the name of the Commission joins libraries and information science.

If this in reality can be done, the library of the future will offer a remarkably different image than it now offers -- and I gave you what I thought was the image. I think it is a very fortunate congruity of terms that we are bringing together and I would hope that the two can stimulate:

One, actually the accumulation of knowledge in its various nodes and bodies.

And the other, in its means of delivery.

THE CHAIRMAN: Well, thank you very much, Mr. Murdock,

Well, I guess that is the end of the day for testimony. And we are very grateful to all of you, and I was impressed with the number of people who stayed on after their testimony, after they had given their testimony, so that there was a certain amount of general interest.

So thank you again, and we will adjourn now, and the Commission will meet tomorrow morning at nine.

(Whereupon, at 5:58 o'clock, p.m., the hearing was concluded.)